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Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
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Per your request, OPI's assessment team offers a special section on assessment.

And More...

Life is never boring for Montana's new Teacher of the Year

There is an old Danish saying that ideas have wings, but they need feet to walk. Teacher Kay

Brost specializes in giving feet to her ideas and turning them into exciting learning experiences for her students.

Brost's knack for hatching new ideas and making them work helped earn her the title of Montana's Teacher of the Year. Brost was chosen by a committee of educators and parents on April 20, 1993, in the annual Teacher of the Year event sponsored by the Office of Public Instruction and the Montana Education Association. Brost is the library and gifted and talented specialist at Broadus Elementary School.

Brost's love affair with teaching began in the one-room school she attended as a child in Nebraska.

"It was there I learned and experienced much of what molded my desire to teach," she says. It was also in the one-room schoolhouse that Brost learned many of the teaching methods we often mistake as "modern."

"Cooperative learning, peer tutoring, and self-discipline were integral parts of a child's education in an overcrowded one-room school," she says.

At the age of just 17, having obtained a provisional certificate, Brost launched her chosen career. For Brost, the one-room rural schoolhouse continued to provide an incubator for "modern" teaching methods. "As a rural school teacher in the 1960s," she says, "I developed individualized lesson plans, used cooperative learning groups and peer tutoring, conducted brainstorming sessions, and executed many of the other teaching techniques advocated in the 1990s. The terminology was different, but the process was the same."

After several years of juggling teaching, family, ranch chores, and college courses, Brost obtained her college degree in 1973. Three years later, she began teaching in the Broadus school

system, where eventually she became the media specialist, computer teacher, and gifted and talented education specialist.

Among her many contributions to Broadus School, Brost developed a team-teaching program; created a cross-curricular, literature-based reading program; and got the school up to speed with the technological age. Thanks largely to her efforts, Broadus now takes full advantage of distance learning and computers. Brost also pioneered and implemented the school's

(Continued on page 2)



Celebrating American Indian culture and education in Montana: A special feature begins on page 6.



Kay Brost is Montana's new Teacher of the Year.

Legislative wrap-up

The following provides a short summary of four major school funding, special education, and tuition bills that were approved by the 1993 Legislature.

House Bill 667

Fundamental changes to the school funding system are contained in House Bill 667. The foundation schedules are replaced by *basic and per-student entitlements*

that create the maximum and minimum general fund budget limits for each school district. Within five years, all districts in the state must budget to at least 80 percent of their maximum general fund budget. Any districts that are presently budgeting in excess of the newly established budget maximums will see their budgets frozen for the next two school years.

The October 1, 1992 enrollment count will be used to calculate

average number belonging (ANB) for the 1993-1994 school year. And beginning in 1994, full-time special education students will be included in a district's ANB count.

State funds of \$80 million have been shifted away from the foundation program or direct state aid and toward guaranteed tax base (GTB) support in an attempt to stretch state dollars and expand the area of equalized funding within school district budgets.

(Continued on page 2)

Message from Nancy Keenan

The Montana Legislature has adjourned, leaving in its wake House Bill 667, legislation that dramatically reforms the way we finance public education in Montana.

I would be less than honest if I didn't tell you that House Bill 667 gives me considerable pause. While I believe the bill advances us toward the elusive goal of equalization in school funding, I have serious concerns about it.

What concerns me most is that House Bill 667 contains significantly less state funding for education, shifting even more of the funding burden to local communities. In some instances, local taxpayers are projected to experience a 300 to 400 percent increase in local mills just to maintain present budget authority. While some communities may be able to absorb those dramatic increases, communities with low taxable valuations will have a very difficult time.

I am deeply concerned that schools will be blamed—wrongfully—for the necessary increase in local mills. In addition, schools will face the task of generating additional revenue to accommodate rising



costs. Enrollment in our schools is expected to grow by about 7,100 students in the next two years. The cost of increased enrollment, along with the usual inflationary costs of doing business, will add to the challenges faced by school districts and communities.

While House Bill 667 does move us in the direction of greater equalization in terms of per-pupil expenditures, it doesn't do enough, unfortunately, to address taxpayer equity. That means we will continue to see wide variations in mill levies among districts in the state. One of the Office of Public Instruction's

goals during the session was to move us closer to taxpayer equity by guaranteeing districts equal access to revenues. We will continue to work toward greater equity both in taxpayer effort and in per-pupil funding.

It's important to remember that Montana is not the only state struggling with these school funding issues. Many states face the same challenges. The problems will not be resolved quickly or easily. We will all need to continue working together for effective solutions.

In the meantime, OPI has a lot of work ahead of us. Right now, we are sorting through the data and House Bill 667's formulas to give each district a complete, customized "cookbook" that will help them make budget decisions. We appreciate your patience as we make the necessary adjustments to bring OPI and Montana school districts into the new funding system.

Nancy Keenan

Legislative wrap-up

(Continued from page 1)

For 1993-1994, districts whose budgets are not frozen may increase their budgets by 4 percent without voter approval.

The Office of Public Instruction, in conjunction with the Office of the Legislative Auditor, plans to mail budget information to all districts on May 14, certifying ANB counts, special education allowable costs, basic and per-student entitlements, GTB subsidies, and budget caps.

Senate Bill 348

Effective for the 1994-1995 school year, Senate Bill 348 replaces the existing program review used to allocate state special education monies with a block grant funding system for special education.

Under the new system, state "special education allowable cost" funding of \$32.7 million will be distributed to districts and special education cooperatives through two special education block grants. One block grant is for instructional services; the second is for special education-related services based on the number of special education students within each district.

The allocation formula includes a weighted cost factor to compensate for the additional costs of operation and maintenance, travel, and support services. Districts will be required to provide \$1 of local matching monies for every \$3 of special education funding received from the state. (To aid low-wealth districts, HB 667 provides guaranteed tax base aid for mills levied to meet the local match requirement.)

If a district's special education costs cause the district's expenditures to exceed the local match requirement, SB 348 provides for a reimbursement for a portion of the excess costs.

In addition, beginning in the 1994-1995 school year, full-time special education students will be

included in a district's ANB count, and ANB funding will be provided for these students through the entitlements established by HB 667.

Senate Bill 278

Senate Bill 278 reimburses school districts for the cost of providing educational services to emotionally disturbed children at in-state residential treatment facilities or children's psychiatric hospitals.

Districts will receive average daily membership payments and per-ANB entitlements (provided through HB 667) for these children. However, to the extent that payments fall short of covering the full cost of providing educational services, the state superintendent of public instruction is authorized to negotiate further reimbursements for the district. Senate Bill 378 authorizes the distribution of up to \$500,000 over the next two school years for these reimbursements to districts.

House Bill 469

House Bill 469 establishes the conditions for discretionary and mandatory out-of-district tuition agreements between school districts for children wishing to attend school outside of their resident districts.

Out-of-district tuition agreements are mandatory whenever 1) a child lives closer to the school than the child wishes to attend and more than three miles away from the school the child would attend in the resident district; 2) a child resides in a location where, due to road or geographic conditions, it is impractical to attend the school nearest the child's residence; or 3) an elementary student's older siblings attend high school outside the boundaries of the elementary district and it is more convenient for the student to attend school in the district where the high school is located.

Tuition agreements requested by parents may be approved for other reasons if the trustees of both the district of residence and the district of choice agree.

House Bill 469 establishes tuition rates for schools of similar sizes. The rates will be set each year by the superintendent of public instruction using statewide school district expenditure and revenue data for the general fund, debt service fund, and retirement fund to determine the average district contribution. ■

—Madalyn Quinlan
OPI Revenue Analyst

Montana's new Teacher of the Year

(Continued from page 1)

Enrichment Program for gifted and talented education. Her resume includes a dizzying list of accomplishments and community activities.

Never an advocate of workbooks or worksheets, Brost turns her class into a "doing place," she says, full of high expectations and incentives. She likes to make optimum use of rapidly advancing technology, provide students with hands-on experiences, and create cross-curricular units.

High expectations with a dash of humor

Brost's classroom is also a warm and caring place where she views each child as an individual and tries to encourage whatever is unique about the child. "This

means providing for different interests and learning styles," she says. Brost uses the students' "exceptional energy and unbridled enthusiasm to keep the classroom regenerated." She spices her classes with a "dash of humor" to make school an inviting and fun place to be.

According to her colleagues, Brost's upbeat personality inspires, motivates, and revitalizes all who come in contact with her, including students, staff, and parents.

Says Principal Hal Hawley, "Her personal warmth, empathy, and enthusiasm are infectious. She volunteers extra time and devotes more energy to her work than any teacher I've ever known, and she inspires others to do the same. She is approaching the

years when some teachers might begin to coast, but not Kay."

"I never want to stop growing, changing, and learning," Brost confirms. "I like to try new ideas and take risks. Life has never been boring."

As Teacher of the Year, Brost will represent Montana in the national Teacher of the Year event. She will also act as a spokesperson and ambassador for Montana education.

Teacher of the Year finalists

Other finalists in this year's Teacher of the Year event were Anne Sullivan, who teaches English and speech at Bozeman High School, and John Forsyth, who teaches English, government, and mass communications at Park High School. ■

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Debate brews over cost of Star Schools and ownership of equipment

While most schools in the Star Schools distance learning program remain enthusiastic about the new opportunities available to their students and teachers, some Montana districts have decided to drop out of the program. This has sparked considerable discussion about the cost of Star Schools and who owns the Star Schools distance learning equipment.

Schools chosen to participate in the federally funded, five-state Star Schools program were provided with satellite dishes, computers, and other equipment that allows them to receive Star Schools courses and teacher inservice programs. The districts pay a \$4,250 annual fee for Star Schools membership (small districts—one to 10 teachers—pay a \$3,000 annual fee) and \$490 per student per course. Teacher inservice courses are extra. Saying the fees are too costly, several Montana districts have dropped out of Star Schools. However, they want to keep the distance learning equipment.

According to Scott Buswell, assistant superintendent for educational technology at the Montana Office of Public Instruction, the equipment legally belongs to the federal government. The federal government's contractor for the Star Schools program, Educational Service District 101 in Spokane, Washington, has the final say in the disposition of Star Schools equipment, Buswell said.

Meanwhile, schools elsewhere are eager to use the Star Schools equipment. "There is a big waiting list for the equipment," said Steve Meredith, a distance learning specialist at OPI. "Alaska alone has 50 schools waiting to use it." Star Schools personnel at ESD 101 want to remove the equipment from the dropout

districts in Montana and give it to schools that want to participate in Star Schools.

"OPI's position is that Montana schools that have been members of the Star Schools partnership should be allowed to continue using the equipment as long as it is used for distance learning purposes," Buswell said. According to Buswell, ESD 101 has offered three alternatives for districts that leave the program: 1) if they have been in the Star Schools program for two years, they can continue using the equipment for distance learning while paying an annual maintenance fee of \$200, 2) they can purchase the equipment, or 3) they can drop the program altogether.

"The \$200 option is a fair option," Buswell said. "It can save districts the cost of buying a satellite dish." For schools that decide to buy the equipment, OPI will try to help with funds from the Montana Educational Technology Network (METNET). The METNET program currently provides districts with \$1,500 toward the purchase of a satellite dish; districts would provide the remaining cost. "We're trying to do whatever we can to keep the dishes in the schools," said Meredith.

However, METNET funds are limited and will not be available beyond this school year, according to Buswell. The 1993 legislature has not appropriated funding for METNET expansion or K-12 equipment beyond June 30, 1993.

Many of the dropout districts disagree that the alternatives offered by ESD 101 are fair. A number say they had been led to

believe the equipment was theirs to keep. However, according to Meredith, participating districts signed contracts that clearly spelled out the terms of the Star Schools grants.

Is Star Schools too expensive?

Several districts also claim they can get other distance learning services at a much lower cost than Star Schools. According to Meredith, Montana schools are the only ones in the five-state Star

Schools partnership that have complained about high fees, except for a couple of schools in Idaho. "Since the (Star Schools) network's debut in 1986, participating schools have not seen a single rate increase," said Brian Talbott, Superintendent of

ESD 101. "In fact, a scheduled rate reduction this fall will be the second in two years."

"Part of the misunderstanding is that districts were given one-year federal subsidies to participate in Star Schools their first year. When the subsidies were gone, some people thought it meant the rates had gone up," said Meredith.

According to Meredith, program fees charged by Star Schools are competitive with any in the nation, even though Star Schools is the only system of its kind in the nation that offers a "complete system of learning."

Star Schools provides live interaction between people who may be separated by hundreds or even thousands of miles. Interaction is achieved by melding satellite, computer, and telephone technology into a single package that produces two-way audio, one-way video, and two-way data

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"We continue to believe Star Schools is one of the best opportunities available for distance learning."

Christa McAuliffe Fellowship applications available

The Christa McAuliffe Fellowship Program, authorized by the U.S. Congress in 1986, annually provides a fellowship to an outstanding Montana teacher. An applicant must have completed eight or more years as a full-time public or private school teacher and must agree to return to a teaching position in his or her current school district for two years following completion of the fellowship.

The amount of the fellowship has not yet been determined by the U.S. Department of Education. However, the award is expected to be about \$25,000. The award may be used for the following:

- sabbatical study or research;
- consultation or assistance to public and private schools or school systems other than those with which the fellow is employed;
- development of special innovative programs;
- projects or partnerships that involve the business community and the schools;
- programs that incorporate the use of technologies to help students learn;
- expanding or replicating model programs of staff development.

Applications for the 1993-94 Christa McAuliffe Fellowship are available from the Office of Public Instruction. If you know an outstanding teacher who might like to apply for this fellowship, ask him or her to request an application packet from Marlene Wallis (444-3693) or Nancy Coopersmith (444-5541). Completed applications must be received by OPI no later than 5 p.m., June 15, 1993.

The decision on the fellowship nomination will be made by July 15, 1993. ■

Gene Fischer



Student postmistress Amanda Vetter, right, and her assistant, Cody Penrod, demonstrate the new post office system. Looking on, from left to right, are teacher Leola Tusler, who got the program started, Superintendent Nancy Keenan, Helena Superintendent Gary Toothaker, and Helena Mayor Kay McKenna.

Neither rain nor snow nor gloom of night...

Students at Bryant School in Helena are learning skills in writing, reading, teamwork, responsibility, and even poetry through their new school post office. At the William Cullen Bryant Post Office (which, like the school, is named for the poet/journalist), students rotate such duties as postmaster, clerk, sorter, and carrier. To obtain a job, students fill out applications and take civil service exams. Different hallways within the school have been incorporated into towns, all with their own names and zip codes. The classrooms are streets. Each student's desk represents an address. Students and teachers write letters to one another, and the letters are then sorted and delivered.

At a gala dedication ceremony held this spring, students learned about their post office's namesake, and postal "employees" were sworn in by the city's official postmaster.

The William Cullen Bryant Post Office is the first post office in a Montana school under the "WEE DELIVER" Post Office program. ■



According to teacher Carla Wambach, her third-grade students "act wild with a purpose."

A salute to Bob Briggs, science specialist par excellence

Science Specialist Bob Briggs recently retired from the Office of Public Instruction. As OPI's

science specialist since 1983, Bob's vision and dedication have made an unforgettable impact on science education and environmental education in Montana.

Bob has been responsible for securing eight grants, totaling over \$8 million, for Montana science teachers. From his position "behind the scenes," Bob guided the Science Action Group of Project Excellence; published Montana's Science Tool Kit, Model Science Curriculum, and Science Assessment Guide; and contributed to other assessment guides. He helped direct Project Wild, Project Wet, the Montana Academy of Sciences, the Canyon Ferry Limnological Institute, environmental education workshops, Eagle Watch wildlife workshops, Birch Creek and Yellow Bay environmental education camps, and a host of other opportunities that have established Montana as an innovator in science education.

Not only has Bob been an inspiration to the science field, but within OPI, his clear vision about assessment practices and principles, accreditation issues, teacher preparation standards, cross-content connections, and grant writing has helped specialists in other disciplines define their work more clearly.

In June, Bob will be moving to his ranchette in Plains, from which he will serve as science director for the SIMMS (Systemic Initiative for Montana Mathematics and Science) Project and as a

consultant for science teachers in their grant writing efforts. He will also raise cattle, fruit, and vegetables and explore his artistic talents.

Although Bob may have preferred to quietly slip out of this role as Montana's science specialist and into a busy retirement, his friends and colleagues from the Montana Science Teachers Association needed to

celebrate the person who has given them vision, who has been their teacher-mentor, and whose depth of truthfulness is constantly apparent. Montana's science community has loved Bob Briggs with the same fervor that Bob loves science. To celebrate the man, the teacher, and the leader,

MSTA organized a dinner and roast for Bob on April 17.

After the meal, a surrogate Bob took center stage to bear the brunt of the roast's barbs. Missoula teacher Rich Micheletto, standing in for Bob, came complete with briefcase, accreditation manual, transparencies, and a Swiss Officer's knife belted to his waist. Bob's admirers told humorous stories about their travels with Bob, about Project Wild, about experiences with BEST (Better Elementary Science Teachers), and about how the electronic bulletin board users thought Bob WAS Goliath.

Master of ceremonies Gil Alexander of the Canyon Ferry Limnological Institute read a letter from Montana State University's Gerry Wheeler that articulated what Bob has meant to science in Montana: Bob "has had a solid, steady vision and has spent the necessary energy to continually

pursue it. All those times—in the hallways of science teachers' meeting, on a phone, electronic bulletin boards, or sitting through countless hours of meeting—I always knew I was working alongside a person with vision, and a person ready to make the effort to realize his vision."

Gil Alexander read the following poem he wrote in honor of Bob:

EAGLE

Swept by rising thermals, the Eagle soars with fixed wing and unblinking eye,

surveying all that lies below.

Confident of his role, content to play his part, he notices things unseen by others

and presses them into his innermost memory.

Stately and silent, when he speaks, his voice splits the air, commanding attention,

for his statement is true and his presence is known.

He is as much a part of nature as the wind and the sun,

the water and the stars.

For now, he is content to build his home, to arrange his life, to explore new ground.

We will wish him Godspeed, clean water, and green grass.

We will look for his shadow and see his wing flare

against the glint of golden sun.

We will wait once more for his voice to pierce the sky.

—Jan Hahn
OPI Language Arts Specialist



Bob Briggs

Carla Wambach is for the birds—and the fish, and the trees

"I'm for the birds," says Helena teacher Carla Wambach. She means it, too. And she's determined to share her fascination with birds, wildlife, and the planet with her students.

Visit Wambach's third-grade class at Smith School in Helena, and you'll be taking a walk on the wild side. Through Project WILD, an award-winning environmental education program for which Wambach is a facilitator, and other projects that Wambach creates, her students see life in Montana from other species' point of view. Her students have watched bald eagles feed on salmon on the Missouri River, planted trees in fire-ravaged areas, and learned dances of the Blackfeet people from a local tribal member who told them about the role of the eagle in the circle of life.

Wambach was featured in the November 16, 1992 *Newsweek* as an exemplary teacher of environmental education. And in September, she won a Presidential Award for Excellence in Science Teaching. Wambach will travel to Washington, D.C., this spring to receive her award.

Wambach says today's generation of kids are extremely concerned about the environment. And that's good, she says. For one thing, parents listen when kids urge them to recycle and conserve energy. For another thing, says Wambach, "kids are the ones who will inherit this planet that we haven't done too well with." ■



**Our Earth Day
present to the
planet:
Montana Schools
is now printed
on 100%
recycled paper!**

Montana's infant and toddler program gives children with disabilities an early start

Montana children from birth to age three who have disabilities may receive services through the state's Family Education and Support Program/Part H. This early intervention project began to receive federal funding in 1987, when 99 children and their families were served statewide.

Today, nearly 400 children and families receive a variety of home-based support and educational services through Part H of the Individuals with Disabilities Education Act (IDEA). The lead agency for the program is the Developmental Disabilities Division of the Department of Social and Rehabilitation Services.

The program's primary goals are to support the optimal development of infants and toddlers with disabilities and to strengthen and empower their families to deal effectively with the circumstances which shape their lives. Services are delivered by seven nonprofit agencies across Montana and reach even the most remote corners of the state. The program recently was approved for its fifth year of federal funding, and projections indicate that it will serve over 600 children and families when all children eligible for services are enrolled.

School personnel in Montana have served as referral sources for

many children receiving infant and toddler services. If you are aware of a child under the age of three who may be eligible for services, contact the service agency (listed below) closest to your area. You may also contact the project's coordinator, Jan Spiegle, at 444-2995.

Statewide agencies providing infant and toddler services include the following:

- **Developmental/Educational Assistance Program (DEAP):** Miles City, Colstrip, Glendive, 232-6034
- **Special Training for Exceptional People (STEP):** Billings, Lewistown, 248-2055
- **Comprehensive Developmental Center (CDC):** Missoula, Kalispell, 549-6413
- **Hi-Line Home Programs:** Glasgow, Sidney, Froid, 228-9431
- **Early Childhood Intervention (ECI):** Billings (within city limits), 255-3623
- **Quality Life Concepts:** Great Falls, Cut Bank, Havre, 452-9531
- **Family Outreach (FO):** Helena, Bozeman, Butte, 443-7370 ■

NDN and Chapter 2: a natural partnership

The National Diffusion Network (NDN) and Chapter 2 are natural partners. Chapter 2 funding is available to all districts to be used for school improvement, including teacher inservice training. Districts looking for effective programs for improving student achievement may want to investigate the many proven programs in the National Diffusion Network.

The National Diffusion Network is a dynamic system that disseminates over 400 successful educational programs and provides teacher training in these programs. Many of these programs could be implemented with the help of Chapter 2 funds, which can be used for virtually any locally designed teacher training or student instructional program in high-priority areas of need.

National Diffusion Network programs used extensively in Montana schools include *Talents Unlimited* and *Project Success*, both of which teach critical thinking skills to elementary students, and *Project CRISS*, which provides fun, motivating study strategies for high school students. Over 20 other NDN programs are used in Montana schools. A valuable by-product of NDN programs is an increase in both teacher and

student self-esteem.

The National Diffusion Network provides a coordinating service among local districts, model programs, and funding sources through the Montana state NDN facilitator, Patricia Johnson. Johnson helps school districts find programs that meet local needs and helps them find funds for implementation. One source of funding can be federal funds from Chapter 2.

All forms of federal education assistance are requiring more accountability. Both President Clinton and the U.S. Congress are serious about school reform and are zealously searching for strategies known to result in educational improvement. One way for schools to show that Chapter 2 funds are being used effectively is to use programs and processes known to be educationally effective. Validated NDN programs have proven themselves in thousands of classrooms across the country.

For information on NDN programs and training opportunities, see the National Diffusion Network section of "Dispatches" in each issue of *Montana Schools* or call Patricia Johnson at 444-2736. For information on Chapter 2 funding, call Kathy Molloy at 444-4317. ■

Debate over Star Schools

(Continued from page 3)
transmission.

The teacher's voice and picture are "uplinked" from the studio to a satellite. The transmission then is "downlinked" back to receiver sites. Classrooms are equipped with telephones that allow students and teachers to converse over a toll-free line. Using the same satellite-telephone technology, teachers transmit assignments directly into the classrooms, and students transmit completed work back through phone modems and scanners.

Students can get help after class hours by calling a toll-free phone number. Phone lines are answered by teachers and teaching assistants from 9 a.m. to 11 p.m.

Most other distance learning programs lack the live interactivity between teachers and students that Star Schools provides, said Meredith. "Most programs just have a 'talking head'; it's more like watching a film," he explained. Also, no other system maintains records or provides free tutoring.

Not all Montana school districts find fault with Star Schools. The Broadus school system, for example, uses Star Schools programming extensively for foreign languages, adult education, continuing education for school

board members, college credit courses for teachers, and gifted education. "We really use it aggressively," said Broadus superintendent George Bailey. "We're using it so many ways, we feel it's worth the money we're paying."

Montana joined the Star Schools network along with Alaska, Washington, Oregon, and Idaho in 1990. Star Schools programming is received by over 700 schools and some 13,000 students.

Forty-three Montana districts participated in the program for the 1992-93 school year. Another five districts have signed up for the 1993-94 school year.

"Satellite technology remains one of the most effective means of providing distance learning services to rural areas," said Buswell. "It provides an excellent option for schools in meeting accreditation standards."

While Star Schools is perceived by some as expensive, schools need to analyze the level of service provided by each vendor, Buswell said.

"Despite the problems some schools have had with Star Schools, most schools are extremely happy with it. We continue to believe Star Schools is one of the best opportunities available for distance learning." ■

Montana high schools urged to observe Montana Local Government Day

In March, the Montana Legislature adopted Senate Joint Resolution 14 urging Montana high schools to establish and observe a Montana Local Government Day each spring. The text of the resolutions reads as follows:

A joint resolution of the Senate and the House of Representatives of the State of Montana urging Montana high schools to commemorate Montana Local Government Day.

WHEREAS, the operations of city and county governments profoundly affect the day-to-day lives of Montana citizens; and

WHEREAS, city and county officials are more accessible to local citizens than state or federal officials; and

WHEREAS, city and county governments provide excellent opportunities for citizens to participate in government through numerous boards and commissions; and

WHEREAS, the study of city and county governments is essential for the high school students of today who will become the voters and the elected officials of tomorrow;

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA:

(1) That Montana high schools be encouraged to set aside one day each spring as Montana Local Government Day.

(2) That each high school create a program within its government class to improve student awareness of city and county governmental operations.

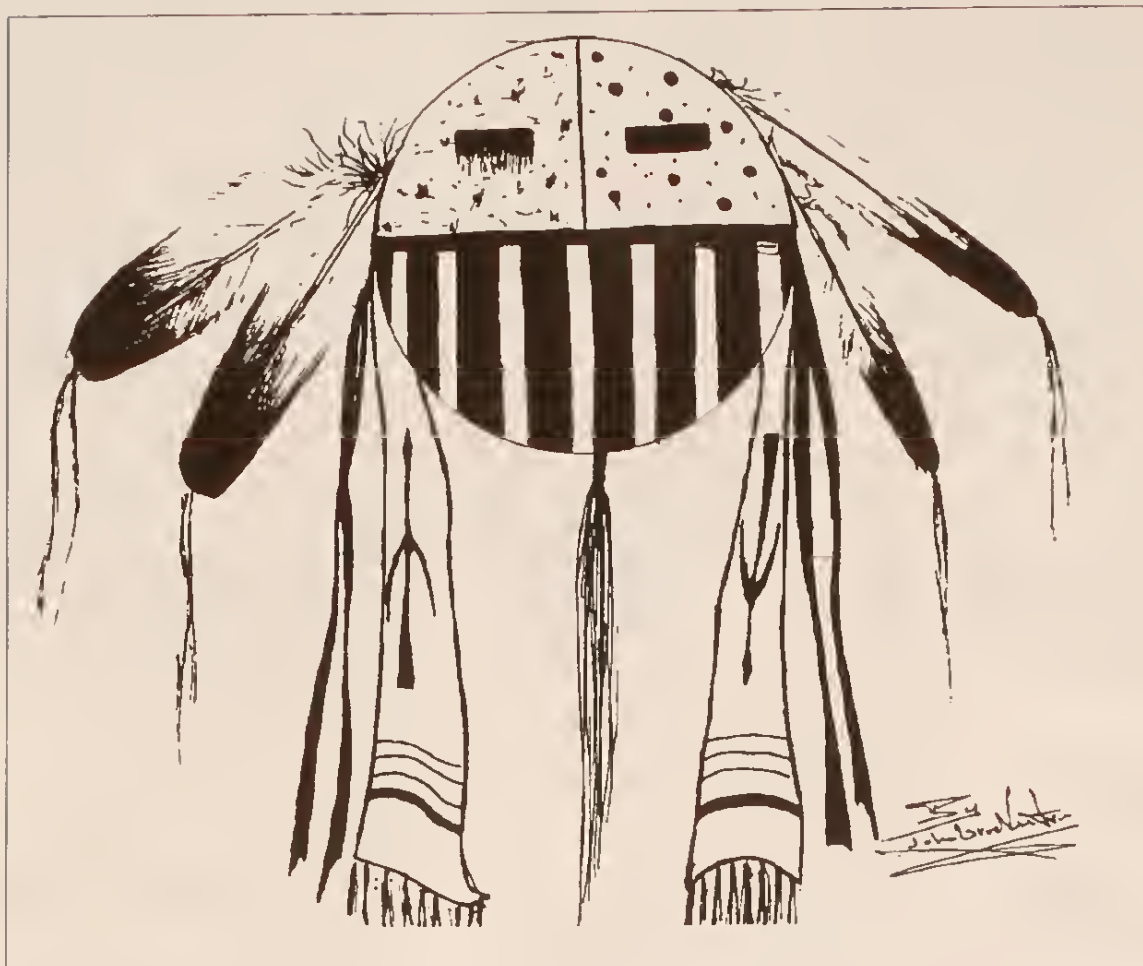
(3) That city and county governments assist in establishing a local government program in local high schools.

BE IT FURTHER RESOLVED, that the Secretary of State send copies of this resolution to the Superintendent of Public Instruction, the Montana School Boards Association, the Montana Association of Counties, and the Montana League of Cities and Towns for inclusion in their respective newsletters.

Celebrating

AMERICAN I·N·D·I·A·N

Culture & Education
in Montana



John Gros Ventre, Lodge Grass High School

Introduction

When Christopher Columbus stepped onto the shores of this hemisphere in 1492, a chain of events was set into motion that brought cataclysmic changes for the indigenous peoples of the Americas.

With the Europeans came diseases for which the indigenous people had no immunities. Disease, conflict with Europeans, and the genocidal and displacement policies of colonial and post-colonial governments contributed to the most extensive depopulation of a group of peoples in the history of humanity.

Depopulation, loss of land, loss of rights, loss of their life support systems, loss of culture, and forced assimilation have had a devastating impact on the indigenous peoples of the Americas. Some native groups have been wiped out entirely in the last 500 years. For those that survived, the conflicts and injustices that began 500 years ago continue. American Indian peoples struggle with poverty, unemployment that soars to 80 percent or higher, ill health, drug and alcohol dependency, religious freedom issues, treaty rights, human rights, legal and social inequality.

American Indians aren't alone in these struggles. Around the world, indigenous peoples face similar issues. Foreign conquest, colonization, and loss of land and basic rights have forced a large proportion of indigenous peoples to live impoverished and subordinated lives on their own lands. They are the Maori of New Zealand who have struggled to maintain their offshore fishing rights; the Saami of Scandinavia who are trying to preserve their culture from extinction; and the peoples of South America, Malaysia, Africa, and elsewhere whose very existence is threatened by the massive destruction of the world's remaining rainforests.

Here in Montana, with its seven Indian reservations and large populations of urban Indian people, the issues facing indigenous people are very close to home. These issues have a special impact on Montana's educators. Ten percent of Montana students are American Indian and the number is growing rapidly. American Indian students bring a unique set of challenges with them to school. Many of them contend with low self-esteem, chemical

dependency, troubled families, racism, and a sense of being lost between two worlds—white and Indian—with no solid foothold in either. As one result, the dropout rate among American Indian students is significantly higher than that for non-Indian students.

A cultural renaissance

Despite a traumatic history of destruction and deprivation, American Indian peoples have endured. In fact, they are experiencing a cultural resurgence. As Chris Roberts, author of *Powwow Country*, says, "Indian culture is alive and well and undergoing the greatest renaissance since the late 1800s."

Many American Indian groups and individuals are working to revive languages and cultural traditions. In the process, they are rediscovering a source of strength, self-worth, and hope. Indian people, determined to give their children a better future, are creating effective local solutions to meet local educational needs. And increasingly, both Indian and non-Indian educators are eager to make schools work for American Indian students.

Much work remains to be done. We need more Indian teachers in our classrooms and more Indian administrators in our schools. Our institutions of higher education need to provide better training for teachers to help them understand American Indian culture and students. All Montana educators need to hold high expectations for American Indian students. We must give these children the message that they are valuable and encourage them to set high goals for themselves.

Equally important, Montana educators must help all Montana students discover, respect, and appreciate the richness of American Indian cultures in Montana and the many contributions American Indians continue to make to our society.

We all have much to gain from learning more about these cultures. For one thing, in the wake of Earth Day 1993, we can learn from the holistic, sustainable development practices used for centuries by Indian people. According to United Nations literature on the 1993 International Year for the World's Indigenous People, "with such crises as global warming, deforestation, desertification, and depletion of the ozone layer surging to the top of the international agenda, indigenous peoples find themselves in an ironic position. Once dismissed as too 'primitive' to cope with modernization, and for centuries the victims of discrimination, land seizures, and worse, indigenous peoples have begun to be recognized for their prowess at environmental management—and acknowledged as key players in the global effort to chart a more hopeful course of development for the future of humanity."

The next 500 years

Our series on the Columbian quincentenary ends with this issue of *Montana Schools*. We conclude the series with a celebration of American Indian culture in Montana and an exploration of American Indian education in Montana, which we'll investigate further next fall.

Although the quincentenary is over, the opportunities for schools to explore the issues raised by the quincentenary have really just begun. Schools can launch their own "Voyages of Discovery" by exploring history and current events of the Americas from a multicultural perspective, by infusing a multicultural perspective into all aspects of learning and school life, by investigating the struggles of indigenous peoples around the world, by confronting stereotypes and racism, and by celebrating the culture of American Indians in Montana.

By exploring these issues with students, we can help "chart a more hopeful course of development for the future of humanity" as we move into the next 500 years. ■

Assessing the Columbian Encounter, Part 4



—Bob Parsley, Indian Education Specialist; Linda Vrooman Peterson, Social Studies Specialist; Cheri Bergeron, Resource Librarian; Lynn Hinch, Bilingual Specialist; Sanna Porte Kiesling, Montana Schools Editor; Office of Public Instruction

On June 7, 1993, teachers from across Montana will gather for an innovative, 5-day teacher training program designed to improve teachers' ability to work with Indian children and to provide classrooms all over Montana with accurate information about American Indians.

The Montana Institute for Effective Teaching of American Indian Children originated from an idea and plan proposed by the Indian Research and Development Program (IRDP) in the Northwest Regional Educational Laboratory based in Portland, Oregon. Joe Coburn, IRDP director, and his Indian Policy Board proposed to do effective training for educators who teach American Indian children in the Northwest states of Washington, Idaho, Oregon, and Montana. This training was to involve state-of-the-art information and materials from successful Indian educators all over the country, primarily the Northwest area.

The first institute was held at Gonzaga University. Because only one Montana teacher attended, it was decided to hold an institute in Montana. In June of 1989, the first Montana Institute for Effective Teaching of American Indian Children was held in Great Falls. About 55 elementary teachers attended this first training program. Since that time, interest has grown steadily. Participants sign up in greater numbers each year and turn in glowing evaluations when the Institute is over.

The Institute was held in Billings in 1990, Pablo in 1991, and Missoula in 1992. This year, Northern Montana College in Havre will host the Institute.

The Institute has provided inservice training for about 250 teachers from all parts of Montana. In addition to receiving state-of-the-art information and materials, participants have an opportunity to work with presenters who have proven track records in working successfully with Indian children and with children in general. Many presenters provide hands-

on activities and exercises.

The basic goal of this training is to provide teacher participants with the best information available in the area of American Indian education. "Generally, if good, accurate, sensitive, and motivational information about Indians is available to teachers, they will use it and even improve ways to use it," says Bob Parsley, Indian education specialist at the Office of Public Instruction and a key organizer of the Institute. "The Institute would be beneficial to any Montana teacher, since all students in our state should learn about American Indians."

Materials provided to Institute participants are designed to supplement the curriculum in any Montana school. The Indian information is included to enhance the curriculum, not replace it, Parsley says. "Enhancing or supplementing the curriculum in this way will not only make Indian children feel better about themselves but also allow non-Indian children to see American Indian people in a more positive way. It is essential to allow all students in this state to be exposed to a perspective of Indian culture that is not jaded by bias, stereotypes, untruths, racism, and old westerns on television."

The Institute helps teachers assist their students in bridging the gap between American Indian culture and Montana's dominant culture. "Teachers are the most important element in breaking down stereotypes and in teaching respect and appreciation for American Indian contributions to this country," Parsley says. "What teachers will learn in this Institute, they should have learned in their education methods classes in college. Unfortunately, our colleges don't always train teachers in a multicultural setting. The goal of the Institute is to train good teachers to be better teachers, not only for the benefit of Indian children, but for all of Montana's children."

For more information about the Montana Institute for Effective Teaching of American Indian Children, contact Bob Parsley at OPI (444-3013). ■

Effective Teaching of American Indian Children



Cultural sensitivity in the classroom

Not all American Indian people are exactly alike, any more than non-Indian people are. We are all individuals. However, we all come from cultures that tend to have many common values and traits. By learning more about cultural traits common to most American Indian groups and understanding where they may clash with cultural traits of the dominant, non-Indian culture, educators can help bridge the gap between the two cultures and help Indian students feel more at home in school. On these pages are listed some general American Indian values, attitudes, and behaviors, along with educational considerations. (Adapted with permission from the California Department of Education.)

VALUES

ATTITUDES AND BEHAVIORS

EDUCATIONAL CONSIDERATIONS

Cooperation

Cooperation is highly valued in American Indian cultures. This value is strongly rooted in the past, when cooperation was necessary for survival. Because of strong feelings of group solidarity, competition within the group is usually rare. There is security in being a member of the group and in not being singled out and placed in a position above or below others. Approved behavior includes improving on and competing with one's own past performance, however. The sense of cooperation is so strong in many tribal communities that democracy means consent by consensus, not by majority rule. Agreement and cooperation are all important. This value is often at odds with the competitive spirit in the dominant culture.

A common result of the disparity between the values of cooperation and competition is that, under certain circumstances, when an American Indian student does not answer a question in class, other Indian children may say they, too, do not know the answer, even though they do. This practice stems from the noncompetitive culture and concern that other individuals not lose face.

Group Harmony

Emphasis is placed on the group and the importance of maintaining harmony within the group. Many Indians strive for anonymity. The needs of the group are considered over those of the individual. This value is often at odds with the concept of rugged individualism.

Since the accent in most schools is generally on work for personal gain, not on group work, internal conflict may result. The Indian child may not forge ahead as an independent person and may prefer to work with and for the group.

Modesty

The value of modesty is emphasized. Even when one does well and achieves something, one must remain modest. Modesty regarding one's physical body is also common among most Indian people.

American Indian children and their parents may not speak freely of their various accomplishments (for example, traditional Indian dancing or rodeo awards). Therefore, non-Indians are often unaware of special achievements. Regarding physical modesty, many Indian students have difficulty in physical education classes in which students are required to undress in front of others.

Autonomy

Individual dignity and personal autonomy are respected. People are not meant to be controlled. One is taught not to interfere in the affairs of another. Children are afforded the same respect as adults. Indian parents generally practice non-interference regarding their child's vocation. One does not volunteer advice until it is asked for.

A conflict in values is evident when Indians resist the involvement of outsiders in their affairs. They may resent non-Indian attempts to help and give advice, particularly in personal matters.



Art by Chester Medicine Crow, Lodge Grass High School

Celebrating American Indian Day

September 24, 1993



On September 24, 1993, Montana will once again observe American Indian Day. This day was formally set aside by the 1975 Montana Legislature, which asked the governor to designate the fourth Friday in September of every year for this occasion.

American Indian Day offers a chance to recognize and celebrate the achievements and contributions of American Indian people to our state and nation

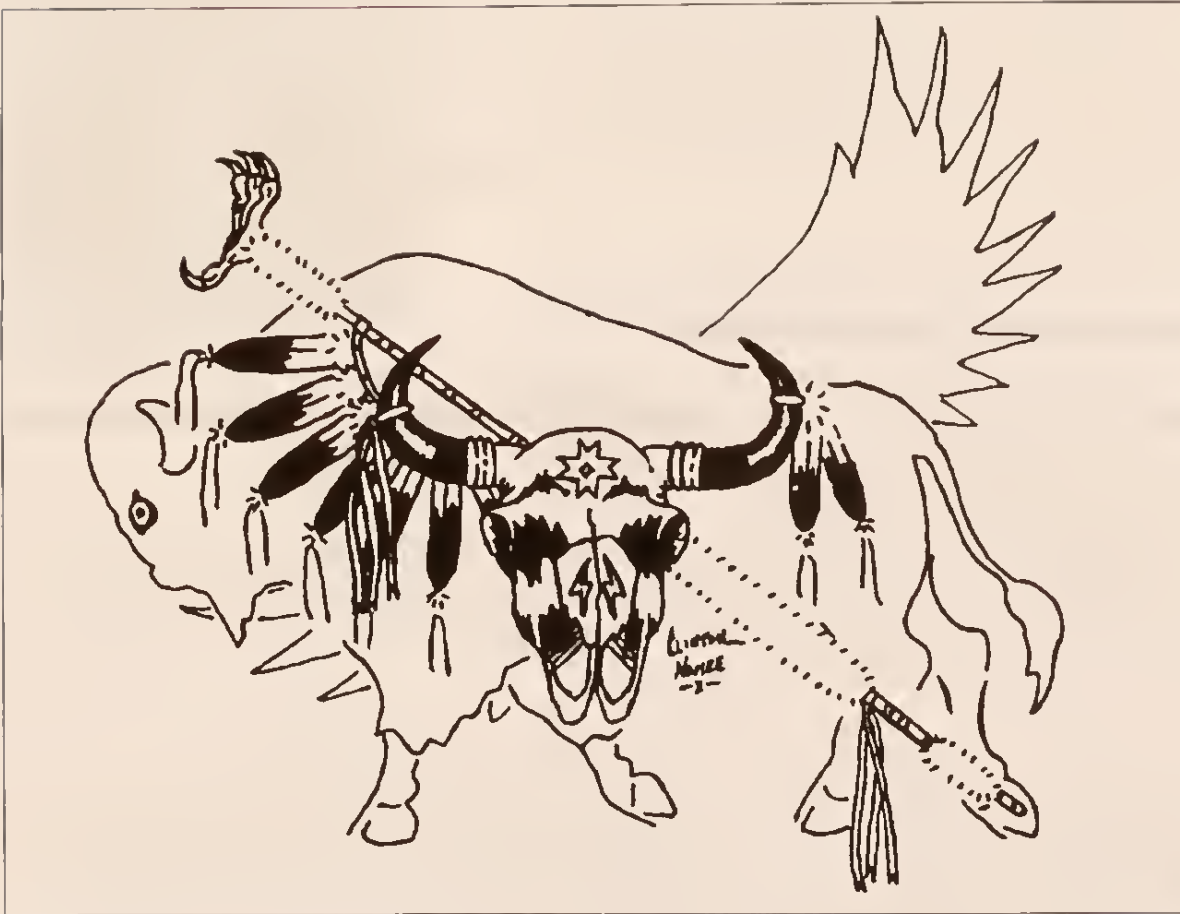
Here, we offer some ideas for celebrating American Indian Day.

These activities can be adopted to suit the different needs, ages, and abilities of learners. This list is just a start—it can help you brainstorm activities appropriate for your students and school. For more ideas, contact Bob Parsley, Indian Education Specialist at OPI (444-3013).

- Seek a proclamation from your school superintendent or mayor to specifically declare the fourth Friday in September American Indian Day in your school and community.
- Organize programs, assemblies, field trips and functions in the school and community in honor of the day.
- Invite an American Indian speaker to visit with your class.
- Write short biographical sketches of American Indians and place them in a class "book."
- Encourage the reading of poems, stories and

essays by Indian writers.

- Compile a list of the differences and/or similarities of customs, values, and beliefs between American Indians and other ethnic groups.
- Collect pictures and drawings of American Indians for a bulletin board. Identify and discuss stereotypes as depicted in the selections.
- Have students write and produce a play describing important Indian contributions to the world, stressing the role played by the Indians.
- Research and identify the foods domesticated by American Indians and plan a menu using these items. If possible, prepare several selections and sample them.
- Prior to going on a field trip to an important Indian site or museum, prepare a list of questions to ask and itemize things to look for on the field trip.
- Design, on a large piece of paper, a postage stamp to commemorate American Indian Day in Montana.
- Design a contemporary garment or piece of jewelry that incorporates symbols and materials of the Montana tribes.
- Make a poster commemorating American Indian Day. Use five Indian symbols and/or Indian words.
- Develop a poster that could be used on a billboard placed at the Montana state line proclaiming American Indian Day in Montana, stressing the contributions made to the state by Indian people.
- Create a radio broadcast commemorating American Indian Day in Montana.
- Develop questions and information regarding American Indians in Montana on slips of paper and place the items in a box. Use a spell-down format for reviewing the information.
- Design a monument to the contributions of the American Indians to Montana. Develop a rationale, justify color schemes, symbols, style and architecture. Write a dedication plaque and have a dedication ceremony.
- There is a new Indian student in school. Develop a plan to enable the student to feel comfortable and help him/her to acknowledge the unique contributions that American Indians have made to Montana.
- Discuss farming techniques. Cite examples of the inventiveness necessary for the Indian to adapt to life in the Montana territory.
- Develop a school Olympics using American Indian games.
- Using a Montana road map, observe the process by which Indian trails became the roads of today.
- Discuss similarities and differences between the Medicine Man of the American Indian culture and the physician and pharmacist of today.
- Discuss and identify how Montana law has been influenced by Indian tribal laws.
- Make a list of as many states as you can that have names that have an Indian origin. ■



Clinton Nomee, Lodge Grass High School

Cultural sensitivity in the classroom

VALUE

Placidity, patience

ATTITUDES & BEHAVIORS

Placidity and patience are valued, as is the ability to remain quiet and still. Silence is comfortable. Feelings of discomfort are frequently masked in silence. When ill at ease, Indian people tend to observe in silence while inwardly determining what is expected of them. Indians are generally slow to demonstrate signs of anger or other strong emotions. This value may differ sharply from that of the dominant society, which often values action over inaction.



Moderation in speech

Talking for the sake of talking is often discouraged. In days past in their own society, American Indian people found it unnecessary to say *hello, good-bye, how are you*, and so on. Even today, many Indians find this type of small talk unimportant. In social interactions, Indian people tend to emphasize the feeling or emotional component rather than the verbal. Ideas and feelings are conveyed through behavior rather than speech. Many Indians still cover the mouth with the hand while speaking as a sign of respect. Indians often speak slowly, quietly, and deliberately. The power of words is understood; therefore, one speaks carefully, choosing words judiciously.

EDUCATIONAL CONSIDERATIONS

The conflict in values often results in Indian people being incorrectly viewed as shy, slow, or backward. The silence of some Indian people can also be misconstrued as behavior that snubs, ignores, or appears to be sulking. Educators may press Indian students or parents to make rapid responses and immediate decisions and may become impatient with their slowness and deliberateness of discussion.

The difference in the degree of verbosity between the two cultures may create a situation in which Indian people do not have a chance to talk at all. It may also cause non-Indians to view Indian people as shy, withdrawn, or disinterested. Indians tend to retreat when someone asks too many questions or presses a conversation. Because many Indians do not engage in small talk, non-Indians sometimes consider Indian people to be unsociable.

Summer events to enrich your appreciation of American Indian culture

If you're looking for opportunities to expand your understanding and appreciation of American Indian culture, look no further than your own Montana backyard. The upcoming summer will host many events that can provide you and your students with enriching experiences.

Summer activities

- *Montana Institute for Effective Teaching of American Indian Children*, Northern Montana College, June 7-11. Contact Bob Parsley (444-3013) or Dr. Murton McCluskey (727-1101).
- *Sacred Encounters*, a \$2 million exhibit featuring more than 200 items of American Indian and white culture, most shown for the first time to the public, from the time Jesuit missionary Father DeSmet came to Montana in the mid-1880s. Museum of the Rockies, Bozeman (994-2251).
- *"Literary Encounters: Native American Literature and Culture Conference,"* sponsored by the Montana Association of Teachers of Language Arts and the Montana Association of Bilingual Education, June 24-26, MSU, Bozeman. Contact Jan Hahn (444-3714) or Lynn Hinch (444-3482).
- *14th Annual American Indian Language Development Institute*, June 7-July 2, University of Arizona, Tuscon. Contact Dr. Geane Hanson (602-621-1291).
- *Smithsonian Seeds of Change Exhibit*, Parmly Billings Library, July 2- 28. This is the Smithsonian's Columbus quincentenary exhibit. Additional programs will be scheduled in conjunction with exhibit. Contact Jim Peters, 657-8251.
- *Rocky Boys Language Institute*, 3rd week of July, Rocky Boys Reservation. Contact Louise Stump, Stone Child College (395-4324).

The powwow circuit

"Indian culture is alive and well and undergoing the greatest renaissance since the late 1800s. Nowhere is this growing pride and concern for traditional ways more evident than at powwows—the heartbeat of Indian Country." (Chris Roberts, *Powwow Country*)

Among the most colorful and joyous of Montana summer events, the powwow is a giant family reunion and cultural celebration for American Indian people. With dancing as its primary focus, the powwow also includes rodeos, hand games, foot and horse races, parades, special ceremonies, and giveaways to honor family members.

According to author Chris Roberts, a powwow dancer and aficionado, "The powwow brings people

together in a common purpose. Families interact among themselves and other families. Tribal members reaffirm their heritage and identity. Hands of friendship extend to other tribes and cultures. A network of support strengthens an entire race of people. To be Indian is to be proud, to know who you are, where you came from. Knowing these things helps Indian people to guide their future. The interaction of families with their children and their elders ensures a continuation of culture. The powwow provides a forum in which this can take place."

The public is welcome to attend these joyful events. Below is a list of Montana powwows scheduled for the upcoming summer. (Most powwows stay within a certain week or weekend each year; dates are subject to change.)

- June—3rd weekend**
- Red Bottom Celebration: Fraser, MT, 477-6284
- June—4th weekend**
- Badlands Celebration, Brockton, MT, 768-5151
- June 24-29**
- International Native American Heritage Days Powwow, All-Indian Rodeo, and Horse Races: Helena
- July —1st weekend**
- Northern Cheyenne Powwow: Lame Deer, MT 477-6284
 - Arlee Powwow & Celebration: Arlee, MT, 745-4242
- Fourth of July weekend**
- Fort Kipp Celebration: Fort Kipp, MT, 786-3369
- July—2nd weekend**
- Hays Powwow: Hays, MT 358-2205
 - North American Indian Days: Browning, MT
- July—3rd weekend**
- Standing Arrow Powwow: Elmo, MT, 849-5541
 - Iron Ring Celebration: Poplar, MT
- July—last weekend**
- Milk River Indian Days: Fort Belknap, MT, 353-2205
- August—1st weekend**
- Rocky Boys Annual Powwow: Rocky Boys Agency, MT, 395-4291
- August—2nd weekend**
- United Peoples Powwow & Cultural Rendezvous: Missoula, MT, 728-2180
- August—3rd weekend**
- Crow Fair & Rodeo: Crow Agency, MT, 638-2601
 - Montana Big Sky Powwow: Lewis & Clark Fairgrounds, Helena, MT, 443-5350 ■



Tiara Medicine Crow, Lodge Grass High School

POWWOWS



Summer is Powwow time.
Men in beautiful feathered outfits,
Women in brightly colored
shawls,
Beadwork everywhere
with neat designs.
Drummers beat their hearts out,
Dancers dance
with pride and strength.
Go with the beat of the drum!
Go with the beat of the drum!
Summer is Powwow time!

—Crescentia Cummins, Lodge
Grass High School

Cultural sensitivity in the classroom

VALUE

Careful Listening

ATTITUDES & BEHAVIORS

Being a good listener is highly valued by most American Indian people. Because they have developed listening skills, they have simultaneously developed a keen sense of perception that quickly detects insincerity. Listening skills are emphasized because Indian culture was traditionally passed on orally. Storytelling and oral recitations were important means of recounting tribal history and teaching lessons.

Pragmatism

American Indian people tend to be pragmatic. They tend to speak in terms of the concrete rather than the abstract or theoretical.



EDUCATIONAL CONSIDERATIONS

Problems may arise if American Indian students are taught only in non-Indian ways. The traditional value of remaining quiet and actively listening may be at variance with teaching methods that emphasize speaking over listening and place importance on expressing one's opinion. Conflicts may arise since most educators are taught to value the outgoing child. While an Indian child may be showing respect by responding only when called upon, the teacher may interpret the behavior as backward, indifferent, or even sullen. Teachers may also misinterpret and fail to appreciate the Indian child's lack of need to draw attention, either positive or negative, to himself or herself.



Educators often place primary emphasis on memorizing abstract theories, concepts, and formulas. They may provide examples only to validate a particular theory. Indian students often learn more rapidly if there is greater emphasis on concrete examples *before* discussions of the abstract.

Celebrating the Year for the World's Indigenous people



Bibliographies available

The Office of Public Instruction has assembled annotated bibliographies on American Indian culture and education, multicultural education, and the Columbus quincentenary. For free copies, contact Cheri Bergeron, OPI, State Capitol, Helena, MT 59620 (444-2082).

The changes that began in this hemisphere with the arrival of Columbus are not unique to the Americas. Under colonialism and the relentless pace of development, indigenous groups around the globe have seen their traditional cultures eroded, their landholdings confiscated, their rights denied, and their life-support systems polluted. This legacy has helped make indigenous peoples some of the most disadvantaged people on Earth.

Two events are occurring in 1993 that offer opportunities to learn more about the world's indigenous peoples and their struggles. First, the United Nations has declared 1993 the International Year for the World's Indigenous People "to strengthen international cooperation for the solution of problems faced by indigenous communities in areas such as human rights, the environment, (natural resource) development, education, and health." For more information, contact The International Year for the World's Indigenous People, Dept. of Public Information, Room S-1040, United Nations, New York, NY 10017.

Second, the United Nations Working Group on Indigenous Populations is nearing completion of a historic document, the "Declaration of the Rights of Indigenous Peoples." It is expected that the document will be completed by the end of 1993. The Declaration recognizes an "urgent need to respect and promote the rights and characteristics of indigenous peoples."

If the Declaration is adopted by the General Assembly of the United Nations, it will become an important instrument for protecting the rights and resources of indigenous peoples. For more information about the Declaration, contact the Center for Human Rights, United Nations, Room S-2914, New York, NY 10017 (212-963-2283).

Indian Law Resource Center

The Indian Law Resource Center, now based in Montana, is a non-profit law and advocacy organization that provides legal help to Indian and Alaska Native nations and tribes in major cases involving Indian rights, human rights, and environmental protection. The Center provides legal assistance in the United States and in Central and South America.

The Center's principal goal is the preservation and security of Indian and Native nations and tribes. It has actively participated in the promotion and drafting of the UN Declaration of the Rights of Indigenous Peoples.

Resource people

Terry Janis, a staff attorney for the Indian Law Resource Center, and Angela Russell, a board member of the Center and a Montana state legislator, are willing to speak to schools and classes about the Center's work and issues of indigenous peoples.

Terry Janis, Indian Law Resource Center, 508 Stuart St., Helena, MT 59601 (449-2006)

Angela Russell, P.O. Box 333, Lodge Grass, MT 59050 (639-2947) ■



Cultural sensitivity in the classroom

VALUE	ATTITUDES & BEHAVIORS	EDUCATIONAL CONSIDERATIONS
Respect for Nature	American Indian people formed a cooperative way of life to function in balance with nature. Even today, most Indian people do not believe in progress at the expense of all else. Many Indian people have also been taught to reject a strictly scientific explanation of the cosmos in favor of a spiritual one. Certain tribes adhere to restrictions against touching certain animals. The Indian respect for nature is in opposition to the value others place on controlling and asserting mastery over nature.	Although the general public, including the school system, is becoming more conscious of ecology, continuing human attempts to control nature run contrary to American Indian values. In science classes, Indian students may have difficulties because of their tribe's taboo against touching, let alone dissecting, frogs and other reptiles. In general, because of their respect for all nature, the practice of using animals in science experiments is met with revulsion by many Indian people.
Importance of Family	The value placed on the Indian extended family should not be underestimated. Aunts are often considered to be mothers, uncles may be considered fathers, and cousins may be considered siblings. Clan member are considered relatives. This large network of relatives provides support and a strong sense of security. Occasionally, a grandparent, aunt, or other relative may rear the child.	Educators and social service personnel often fail to understand the validity of various relatives (who may function exactly as biological parents) and may consider the biological parents to be lax in their duties. American Indian children sometimes live with relatives even when there are no problems at home. This should not be considered abnormal or indicative of problems.
Avoidance of Eye Contact	Most American Indian people avoid prolonged direct eye contact as a sign of respect. Among some tribes, such as the Navajo, one stares at another only when angry. It is also a simple matter of being courteous to keep one's eyes cast downward.	Frequently and erroneously, non-Indians presume that Indian people are disrespectful or behaving in a suspicious manner when they fail to look a person in the eye. Since most educators consider direct eye contact as a measure of another's honesty and sincerity, they may become upset with Indian students and say, "Look at me when I speak to you!" when the student is looking down out of respect.
Importance of Bilingualism	It is important to many American Indians to retain their native languages. Many cultural elements are contained within the context of a native language. Certain words and concepts are not easily translatable into English. Each Indian language contains the key to that society's view of the universe.	Often non-Indians become impatient with Indian people whose English may not be as fluent as non-Indians would prefer. American Indian parents and students may need a longer time to formulate a response, since they may be thinking in their native language and must translate into English before speaking. Clear and accurate communication between American Indians and non-Indians may be difficult, since words do not always translate identically in either's language. Idioms and other expressions used frequently by non-Indians may be meaningless to Indians.

Great Falls drug-free schools win national acclaim

Whittier School and Great Falls High honored for drug-free programs

Circle of support creates a drug-free environment at Whittier School

In the cosmology of most American Indian cultures, the circle has special significance. It symbolizes the interconnections of all life.

And at Whittier School in Great Falls, where over a third of the student population is American Indian, the circle is a fitting symbol for one community's approach to creating a drug-free environment for its children.

Businesses, civic groups, school staff, and community members all join hands to provide a seamless circle of support for Whittier students through the CARE program and other special projects. "It's all intertwined and intercoordinated," says Whittier Principal Charles Fuller.

This fall, Whittier's innovative, intercoordinated programs earned the school national recognition as an outstanding drug-free school.

As with other Great Falls schools, Whittier participates fully in the community's CARE program (see accompanying article on CARE). Whittier has also added several unique projects to suit its unique needs. Whittier is a "high-risk inner-city school," located in one of the town's poorest neighborhoods, according to Principal Fuller. One of the innovative programs Whittier has developed is a "work-study" program that allows low-income students to earn privileges, scholarships, and even warm clothing and shoes through work.

Through the work-study program, Whittier students earn scholarships for dance or art classes at local studios, for foreign language classes, or for special activities. The Uptown Optimist Club, which has adopted Whittier School, provides scholarships for these activities. Students earn scholarships by picking up the school grounds, working in the lunch line, or cleaning offices. Students can also earn top-quality clothes and shoes, which are provided by local churches and businesses, through the work-study program.

According to Fuller, the idea behind the work-study program is "to get away from welfare and allow students to earn what they get, to develop a work ethic." Self-esteem has been an "unbelievable kickback" of the work-study program, Fuller says. "It's become a status symbol to have earned your shoes."

Meeting the needs of American Indian students
Whittier has several programs to

meet the unique needs of its American Indian students, including a home/school coordinator, who works with Indian families, and an active Indian Club. One of Montana's largest landless populations of American Indians lives in Great Falls according to Jim Gammel, coordinator of the Great Falls CARE program. The Indian Club, along with other school activities, works to encourage cultural understanding. "Knowing their own culture helps (American Indian students) take pride in themselves," Fuller says. "That works with any culture. That's been proven over and over."

In-school scouting

Whittier is one of few schools in Montana with an in-school scouting program, also sponsored by the Uptown Optimist club. "When we started in-school scouts, the second grade group

(Continued on page 20)

Changes in attitude at Great Falls High

Take a healthy helping of CARE, add a dash of creativity, and top it off with high expectations for student conduct. That's the successful recipe that earned Great Falls High School national recognition as a drug-free school this fall. "The honor is probably the greatest we've received at Great Falls High" says Principal Gary Davis. "It's something the entire staff—and the students—have been working toward for years."

Great Falls High participates in anti-drug efforts through the school district's CARE program (see accompanying article on CARE). "We run the full gamut" of CARE support groups, says Davis. The school also conducts week-long CARE workshops for students. These sessions train high school students to help their

peers. With a heavy emphasis on self-awareness, students spend several days learning about issues such as chemical abuse, eating disorders, AIDS, self-esteem, suicide, labeling, stereotypes, child abuse, and grief. The sessions are intensive; the daily workshop schedule may run from 7:00 a.m. to 10:00 p.m. Nevertheless, says Davis, "our students clamor to get in."

Student recognition awards

In addition to the CARE programs, Great Falls High has developed some programs of its own, including the student recognition award. "Our philosophy is that rewarding good behavior results in additional good behavior," says Davis. School faculty members have donated well over \$40,000 in scholarships for awards such as scholarships and weekly Good Kids Awards, Davis says. Businesses in the community also donate prizes such as pizzas and movie passes to reward good behavior.

Great Falls High works in partnership with Whittier School. High school students volunteer as after-school tutors and foreign language teachers for Whittier youngsters. "We like to show the younger kids a good role model," Davis says.

Each week, one Whittier fifth-grade student is chosen as the Future Bison of the Week and receives a T-shirt sporting the Great Falls High School bison mascot. At the end of the year, all Future Bison students are invited to Great Falls High to spend time with the high school students, which helps prepare them to become high school students themselves one day.

Reversing peer pressure

According to Davis, Great Falls High has rewritten the entire school code, with the help of faculty, students, and parents, to conform with the CARE program drug-free philosophies. The school has even successfully lobbied the state legislature to make it easier to apprehend students for possession of mood-altering chemicals.

"We've tried very hard for a drug-free environment," Davis says. As the best evidence of the school's success, Davis points to a perceptible change in attitude at Great Falls High. "It's now becoming all right not to use (drugs and alcohol)," he says. "We're still seeing discipline procedures, and we're holding the line on what we expect. But the popularity of saying, 'I have to drink to keep up with my peer group' is going away." ■

The Great Falls CARE program—ahead of its time

Through the interconnected efforts of civic groups, the school district, law enforcement agencies, the judicial system, parents, students, and businesses, the Great Falls community is working to surround its students with support and tools to lead a drug-free life.

The vehicle for the community's efforts is the CARE program (Chemical Awareness Through Responsive Education). CARE has become a leader in the fight against alcohol and other drug abuse in Montana and in the U.S. The program has won numerous awards, including the award for the "Most Outstanding Student Assistance Program in the U.S." in 1987. In the fall of 1992, CARE added more accolades to its list when two Great Falls schools received prestigious national drug-free awards, partly for their participation in the CARE program. Whittier School and Great Falls High were among some 100 schools nationwide chosen for the honor, making Great Falls the only city in the nation where two schools received drug-free awards.

Ahead of its time

CARE was launched in 1981, "long before it was the popular thing to do" and before any national anti-drug effort, according to Jim Gammel, CARE coordinator for the Great Falls School District. The CARE program was an outgrowth of community concern over heavy alcohol and drug use by local kids.

CARE was designed to focus on substance abuse education, prevention, and intervention in K-12 schools. It provides a structured approach not only to drug and alcohol awareness but also to smoking, suicide, eating problems, and other issues that today's students face. CARE is infused into every aspect of school life.

Components of CARE

The CARE Program has many components, all of which reinforce one another and rely on cooperation among schools, community, parents, and agencies. Some of the components include the following:

CARE teams: Each school has a CARE team, consisting of school staff and community volunteers. Team members receive 40 hours of training aimed at teaching them to identify troubled students and

(Continued on page 20)

TOWARD MEETING THE ASSESSMENT CHALLENGE

At your request, a special section on assessment

Introduction

Our schools, our expectations for student achievement, our understanding of how students learn, our curriculum, and our teaching methods are changing to keep pace with changing times.

We are preparing students for a world where information doubles every 900 days, where a worker will change careers 13 times in a lifetime. Such a world demands education that focuses on critical thinking, problem-solving skills, creativity, and the ability to analyze information instead of memorizing facts.

The way we assess student progress must change, too. It is difficult to test skills such as critical thinking with traditional true/false or multiple choice tests.

As districts define the learner outcomes they want, they will need the best assessment tools available to determine whether students are achieving the desired results.

At the Office of Public Instruction, we receive more requests for help with assessment than for any other education issue. For that reason, OPI developed an in-house assessment team in 1992 to identify effective, research-based assessment methods, to develop model assessment guides, and to work with Montana's education professionals in the field. The team has developed a strategic plan of action for helping teachers and administrators use new assessment methods effectively. We have developed this special section of Montana Schools as part of our plan to bring you useful information on assessment.

Implementation of appropriate assessments are required in several rules of the 1989 Montana School Accreditation Standards:

- Rule 10.55.701 requires that local school boards have policies establishing student assessment procedures which ensure evaluation of the curricula.
- Rule 10.55.603 requires schools to develop a comprehensive and coordinated assessment plan that encompasses student and program assessment.
- Rule 10.55.706 requires that teachers be involved in student assessment.
- Rule 10.56.101 requires that certain scores of norm-referenced tests be reported to the Office of Public Instruction because "it is useful to know how Montana students generally compare to students from other states."
- Rule 603.6 designates follow-up studies as a necessary part of program assessment.

This special section of *Montana Schools* contains excerpts from our upcoming OPI publication, "Assessment: A Framework for District Planning." The booklet will provide guidance for Montana's schools as they implement these assessment requirements.

An overview of the new publication's content follows, with a few sections highlighted. The **sample philosophy statement** and the **sample assessment principles** serve as the underpinnings for the more specific **sample policy statement**. Each district will establish unique policies that reflect the curricula, the populations, and the needs of their school communities. Through establishment of guiding principles and a policy, districts can proceed with plans of action for implementing their assessments.

The **sample assessment plan** is divided into two parts. Both parts provide ideas for districts to begin an assessment plan. First, the **program assessment and public reporting** section describes a possible plan for assessment that takes place at the district level. These types of assessment yield aggregate data that can be used to evaluate programs and report results to the community. Second, **student assessment: classroom level** represents the components of an assessment plan that are designed, administered, and scored by the classroom teacher, although some collaboration may take place among the teachers, students, administrators, and parents. In this sample, several program areas have specified methods that districts may use to evaluate student progress.

The **assessment standards at a glance** contains excerpts from the accreditation standards that address issues of assessment. Each rule is cited, and the required components are listed for easy evalua-

tion of a district's assessment program. Once you have achieved these components, you have met the assessment standards. This checklist can be used by district personnel as a self-assessment, or it could be used by visiting accreditation team members.

Finally, **responses to questions concerning the assessment standards** provide answers to commonly-asked questions regarding the enforcement of these standards. This page may be revised and expanded as districts generate more questions and share their experiences in alternative assessments with OPI staff.

Following are excerpts from "Assessment: A Framework for District Planning."

SAMPLE PHILOSOPHY

Appropriate assessment reflects educational values that enable students to become effective citizens and supports the belief that students, teachers, and parents are partners in learning. Assessment becomes appropriate, accurate, and equitable when it is a fair measure of the curriculum delivered to students; when it finds the strengths in content, skills, attitudes, and thinking of the entire range of learning styles; when students know the criteria on which their grades are based; and when results are used to achieve a closer match between learner, curriculum, and assessment.

SAMPLE ASSESSMENT PRINCIPLES

Accreditation standards require that schools develop an assessment process for each program area, both to assess student progress and to evaluate programs. The challenge in realizing the spirit of these standards is to match assessment strategies with curricular goals, to determine if the written curriculum is implemented, to find ways to assess objectives in thinking and attitude, and to use the results to improve programs, and ultimately, student achievement. This school district will strive to integrate assessment into instruction, to test what is taught, and to use results to improve the teaching/learning process.

To achieve these goals, the district will:

- encourage teachers, administrators, and community members to become active participants in the development of local learner goals;
- design and select assessment procedures that reflect current research, locally developed learner goals, and exemplary classroom practices;
- examine different types of assessment and choose those which best match students' classroom learning experiences and growth;
- employ authentic demonstrations of learning, such as performance assessments, to make instructional decisions;
- develop skills in administering, scoring, and interpreting results of externally-produced and teacher-produced assessment methods;
- involve students, parents, and others in development of curriculum goals, standards, and assessment purposes;
- involve students in assessment decisions, including self-assessment;
- develop fair, valid, and thorough student progress reporting;
- use assessment data to improve curriculum, teaching, and student learning.

SAMPLE POLICY STATEMENT

1) To accurately measure student learning of local learner goals and to assess program effectiveness requires that teachers and curriculum committees develop assessments to match those goals. Educational outcomes developed by this school district's curriculum

WE WANT YOU FOR THE ASSESSMENT TALENT BANK!

In a continuing effort to share resources with Montana Schools, OPI is developing an Assessment Talent Bank. Are you willing to share your expertise with schools and individuals? If so, please fill out this form and return it to Marilyn Craft, Office of Public Instruction, State Capitol, Helena, MT 59620. Thank you!

Name: _____ School: _____
Home Address: _____ Phone: _____

Are you available for: ☐ Workshops ☐ Telephone Consultation ☐ Written Correspondence
Audience: ☐ Administrators ☐ Teachers ☐ Parents ☐ Curriculum Coordinators

Areas of assessment expertise (please check all that apply)

☐ Art	☐ Early childhood	☐ Program	☐ Thinking skills
☐ Authentic	☐ Math	☐ Portfolio	☐ Writing
☐ Communication arts	☐ Norm-referenced testing	☐ Science	☐ Other _____
☐ Criterion-referenced testing	☐ Performance	☐ Social studies	

Approximate costs to districts (travel, fees, etc.): _____

Are you willing to travel: ☐ Statewide ☐ Region only

TOWARD MEETING THE ASSESSMENT CHALLENGE

committees require a combination of observation, performance assessments, samples of work, attitude surveys, and ongoing classroom evaluations.

2) A combination of assessment tools are used in all curricular areas. The key is to match the assessment tools with local learner goals for content, thinking, attitudes, values, and skills, examining each tool for its inherent strengths and weaknesses.

3) Teachers, administrators, and curriculum committees will:

- determine what types of assessment tools accurately measure specific student goals;
- administer assessments to maximize accuracy;
- use results fairly;
- use assessments for program improvement in curriculum, instruction, and student progress;
- make assessment a positive tool for students and teachers; and
- include alternative assessment information in students' permanent records and in reporting to parents.

4) When considering a student for placement in a special needs program (such as gifted and talented, Chapter 1, or special education), all assessment data collected are used as part of the decision-making process.

5) The district provides ongoing inservice and training activities related to assessment issues.

6) The district plan includes program and student assessment in each program area.

RESPONSES TO QUESTIONS CONCERNING THE ASSESSMENT STANDARDS

1. *What is the difference between program assessment and student assessment, and where are those components found in the standards?*

In Rule 10.55.603.1 of Montana's assessment standards, program assessment is specified by the words "examining the program" and in 603.4 by requiring districts to "use assessment results to improve the educational program."

In 10.55.603.1, student assessment is referenced by the words "ensuring its effectiveness" and is further described in 603.4 as "the school district shall assess student progress toward achieving learner goals. . . ."

Program assessment points out strengths and weaknesses in a curriculum or program. This allows modifications to be made to allow the program to function more effectively or so that a decision can be made about whether to continue the program in its current form. Student assessment tracks the growth of individual students so that instruction and materials can be delivered appropriately; so that parents can be apprised of their child's progress; and so that students themselves can make realistic decisions about their own educational goals.

The Office of Public Instruction has two publications that provide strategies and assessment samples—these publications are applicable to all subject areas: **Program Assessment: A Six-step Process to Curriculum Improvement** and **Student Assessment: Keys to Improving Student Success**.

2. *Will OPI develop statewide assessments?*

Since curriculum and assessment are developed at the local level, it is not possible to generate statewide assessments. Districts are to assess student progress toward achieving their learner goals. These local learner goals must be based upon the program area standards, which consist of between four and 11 general goals statements for each of nine curricular areas. Assessment of these program area standards is best achieved through a combination of observation, performance assessments, samples of work, attitude surveys, and ongoing classroom evaluations—all of which would be difficult to develop or to "administer" at the state level.

To meet the requirements of Accreditation Standard 603, districts are to use appropriate assessment tools. The key is to match the assessment tool with each local learner goal, examining each tool for its inherent strengths and weaknesses. For example, to assess writing proficiency, a performance assessment is more valid than an objective test. Therefore, a combination of assessment tools represents best practice.

3. *When must districts make assessment plans and when must they implement those assessments?*

Districts must complete assessment plans during the year immediately following curriculum development and implement those plans no later than two years after curriculum is developed. The timeline is as follows:

Year One: Develop Curriculum

Year Two: Implement Curriculum, Develop Assessment Plan

Year Three: Implement Assessment Plan

4. *What use is made of norm-referenced test results required by Rule 10.55.101?*

Norm-referenced test scores are not used for funding, evaluation, or in-state policy decisions unless specifically required for federal programs or

competitive grants. At the state level, norm-referenced test scores are compiled into a state-level average NCE score for each grade level and test reported. The summary results are provided to the Board of Public Education and the legislature, but no district comparisons or policy decisions are based on these results. The norm-referenced test scores at the local level are to be part of each student's records, and under Rule 603, alternative measures should also become part of student's records.

5. *Who decides which test districts should use to meet the requirements of 10.55.101?*

Districts will choose a test from a list of norm-referenced tests that have been approved by the Board of Public Education. The list of approved tests and the grade levels to be tested are subject to modification by the Board of Public Education. All other decisions on assessment tools (as required by 10.55.603) are made by the local district.

ASSESSMENT PUBLICATIONS AVAILABLE

The following assessment booklets are designed to assist school districts develop an assessment plan for student and program assessment.

Program Assessment: A Six-step Process to Curriculum Improvement: The process described in this booklet is designed to help local districts with an assessment plan based on their unique programs. Assessment is an ongoing process to continually look toward program improvement. Program assessment points out strengths and weaknesses on which program modifications can be based. The guidelines presented in the booklet should facilitate the cooperative effort of school district staff and personnel including parents and community members.

Student Assessment: Keys to Improving Student Success: This booklet, designed as a companion piece to "Program Assessment: A Six-step Process to Curriculum Improvement," contains over 60 pages of information and assessment samples. The booklet discusses the assessment requirements of Montana's School Accreditation Standard 10.55.603, the purposes of student assessment, and ways to plan appropriate student assessment. Five appendices comprise the bulk of this booklet, each with samples of various assessment tools or devices for developing or selecting an assessment.

Montana Assessment for Health Enhancement: This is a checklist format designed to identify strengths and weaknesses of the Health Enhancement program. It can be used by a single teacher or by committee. It is designed to lead to a plan of action to improve program weaknesses.

Montana Health Enhancement Assessment and Planning...An Expanded Concept: This is in a grid format designed to identify strengths and weaknesses of the comprehensive health enhancement program. The design

makes this piece more suitable for department or committee work and is intended as a process to identify strengths and weaknesses and to incorporate improvement actions.

Communication Arts Assessment Appendices: This assessment package consists of two appendices to the Communication Arts Curriculum Model, one concentrating on program assessment and one on student assessment.

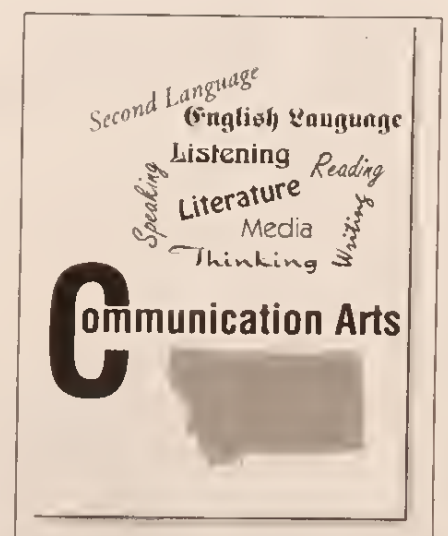
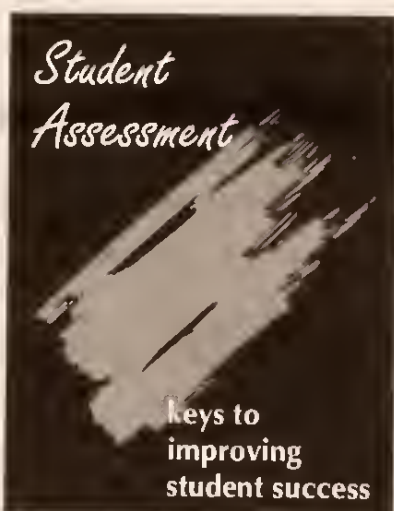
The first appendix, "Program Assessment," is a workbook which may be used 1) to guide a district in the development of its own curricula, 2) as a tool to systematically analyze curricula being considered for adoption, and 3) to assess the existing communication arts curriculum for strengths and weaknesses.

The second appendix, "Student Assessment," contains principles of assessment and several specific assessment tools for each of these areas: reading, writing, speaking and listening, literature, media, thinking, English, and second language.

Upcoming publication—

Assessment: A Framework for District Planning, a booklet featured in this special section of *Montana Schools*, will be available in June 1993.

As your school district prepares to work on assessment, please contact Marilyn Craft, Office of Public Instruction, State Capitol, Helena, MT 59620, for copies of the individual booklets you need.



*From the field. . .***Assessment and early childhood special education**

On a national basis, the assessment movement is beginning to influence most aspects of American education. Rather than considering assessment to include only student achievement or eligibility for special services, we are starting to examine the extent to which our educational systems are accomplishing the goals and objectives that we consider important.

Efficacy data collected during the past 20 years establish clearly that early childhood special education programs can achieve valuable outcomes including acceleration in child development, enhanced intellectual capability and social competence, and improved partnerships between educators and family members.

However, at the local level, the assessment movement has a great deal to offer schools as each community begins to articulate specific services, processes, and quantitative processes designed to answer practical questions on how well locally valued practices are being accomplished.

The assessment movement appears to have considerable potential to guide local efforts in optimizing special education preschool programs. Topics applicable to this form of examination may include issues that are unresolved in the professional literature, as well as forms of service that may include an array of permissive practices under federal or state regulations.

For example, in early childhood special education the issues of "developmentally appropriate practice," full inclusion ("mainstreaming") of preschoolers with and without disabilities, and the role of the family might all benefit from collaborative assessment efforts at the local level.

Central to the process of effective assessment is consideration of the extent to which *required* practices are being accomplished properly. Normally, collaborative planning of regulated processes and outcomes would be driven by careful examination of relevant rules and laws. Early childhood special education in Montana is guided by the Montana *Special Education Reference Manual*, including the appendix titled "Preschool Guidelines: Eligibility."

An additional source of supplementary information to guide local special preschool program assessment efforts is contained in the MERIT Program, a comprehensive system designed to guide child assessment; individual education plans, implementation, outcome assessment; and parent involvement. Further information about the MERIT Program is available on request from the CO-TEACH Program at the University of Montana (243-2756).

(Note: Technical assistance is available to qualified agencies under the terms of OSEP/EEPCD Outreach Grant #H024D00029; however, no official endorsement of this article should be inferred.)

—Rick van den Pol, CO-TEACH Program, The University of Montana

Butte's locally developed math assessment helps educators make informed decisions about student progress and program effectiveness

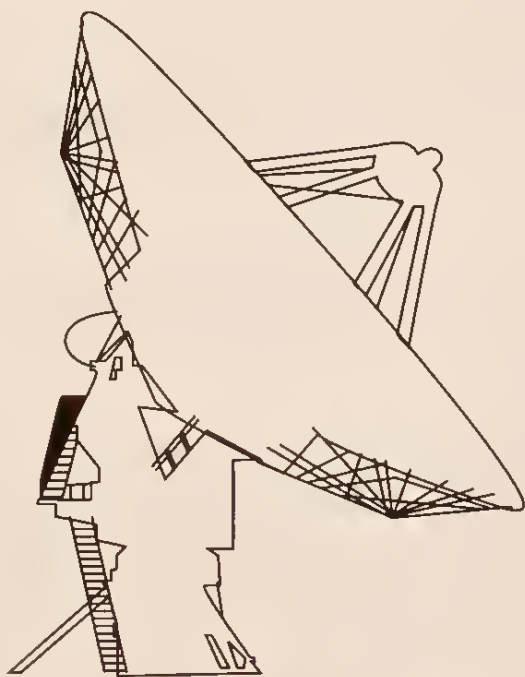
For years, teachers have expressed concerns that standardized achievement tests do not measure all aspects of subject matter taught in the local curriculum. With this in mind, the curriculum department in the Butte School District, working jointly with the district mathematics teaching staff, has developed a comprehensive, district-wide, criterion-referenced mathematics assessment program for all grades.

This locally developed form for alternative assessment is presently being used successfully in grades 1-12. All teachers who instruct the district's 5,370 regular education students are participating in the alternative assessment program and report overwhelming success.

The program assesses mathematics learning outcomes as advocated by Montana School Accreditation Standards Rule 10.55.603 and as found in the Butte School District's Mathematics Curriculum Guide. Curriculum and assessment were developed through the joint efforts of the curriculum

(Continued on page 19)

**At your request
the Montana Office of Public Instruction
Presents**

Dimensions of Assessment: Continuing the Dialogue**Conference 1:**

Wednesday, August 25, 1993
8:30 a.m. - 3:30 p.m., Helena

Focus: Policymakers

- National overview.
- Assessment, research and trends.
- Necessary assessment components in the design of comprehensive district assessment plans.
- Statewide directions.

The program will include:

- Facilitator training for the satellite workshop.
- A reproducible handout packet for educators who view the broadcast.

Conference 2:

Friday, August 27, 1993
9:00 a.m. - 11:00 a.m., Satellite Telecast

Focus: Teachers/Community Members

- Assessment overview.
- Assessing student learning and program effectiveness.
- Integrating assessment and instruction.

The program will include:

- A two-hour satellite telecast for your school and community.
- An opportunity to receive on-air or off-air answers to your faxed questions.
- A handout packet including follow-up activities and discussion materials.

For registration materials, contact Marilyn Craft, Office of Public Instruction, State Capitol, Helena, MT 59620. Applications must be postmarked by June 15, 1993.

**KEYNOTE SPEAKER**

Dr. Ruth Mitchell, Associate Director of the Council for Basic Education, is the author of *Testing for Learning: How New Approaches to Evaluation Can Improve American Schools* and co-author of *Smart Start: Elementary Education for the 21st Century*. Dr. Mitchell was assistant director of the Center for Academic Interinstitutional Programs at UCLA for eight years before coming to Washington, D.C., in 1989. She has researched performance assessments for the Office of Technology Assessment of the U.S. Congress and was project director for an Office of Education Research and Improvement (OERI) study on "Evaluating Education Reform: Assessing Student Performance" with Pelavin Associates.

Dr. Mitchell has consulted with the Getty Center on Education in the Arts; Toward Arts Assessment Project (TAAP) for the California Assessment Program (CAP); and state education departments of California, New Mexico, New Jersey, Virginia, and Pennsylvania.

ASSESSMENT STANDARDS AT A GLANCE

If you are feeling overwhelmed by the changes, issues, and standards in assessment, you're not alone. To help shed light on Montana's new assessment standards, here is a modified version of the assessment standards checklist which is included in the upcoming OPI booklet, "Assessment: A Framework for District Planning." To meet the standards listed in the left column, school districts need to achieve the required components in the right column.

MONTANA ACCREDITATION STANDARDS

Rule 10.55.602 (Excerpt)
Learner goals are developed by the local school board, community and educators.

Rule 10.55.603 (Excerpts)
603.1
Student assessment shall be used to examine the program and ensure its effectiveness.

603.4
In all program areas and at all levels, the school district shall assess student progress toward achieving learner goals including the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude...use assessment results to improve the educational program...use effective and appropriate tools for assessing student progress.

This may include but is not limited to standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carryover skills to other program areas and outside of school.

603.5
Not later than the school year immediately following the completion of a written sequential curricula in a subject area, the school shall begin the development of an assessment process for a subject area.

603.6
Schools shall conduct follow-up studies of graduates and students no longer in attendance. The results shall be considered in curriculum development and shared with staff and school consultants.

Rule 10.55.701
Local School Boards shall have...

Policies establishing student assessment procedures which ensure evaluation of the schools curricula.

Rule 10.55.706
Teachers shall be involved in curriculum development and student assessment and in the promotion of a school climate that enhances student learning, achievement, and well-being.

BOARD OF PUBLIC EDUCATION
STUDENT ASSESSMENT ADMINISTRATIVE RULE

10.56.101
All accredited schools in Montana will annually administer norm-referenced tests to students in grades 3 or 4 (grade 4 by 1995), 8 and 11 in reading, language arts, math, science, and social studies. Test scores will be reported to the Office of Public Instruction for compilation and reporting to the Board of Public Education and the Legislature. The tests approved by the Board of Public Education are:

- ITBS-Iowa Test of Basic Skills
- TAP-Tests of Achievement and Proficiency (H.S. level of ITBS)
- CTBS-Comprehensive Test of Basic Skills
- Stanford Achievement Test
- TASK-Tests of Academic Skills (H.S. level of the Stanford)
- CAT-California Achievement Test
- MAT-Metropolitan Achievement Test

The board recognizes that the primary purpose of student assessment is to improve the quality of education and that there are a variety of assessment tools. At the local level, because norm-referenced tests are not designed to measure local programs, districts should begin to develop appropriate school and classroom assessment tools to measure the attainment of educational goals and objectives and the level of individual student achievement. Assessment results will be used in instructional planning and in evaluation the effectiveness of educational programs.

REQUIRED COMPONENTS

Learner goals are developed locally.

Student Assessment is used to examine the program.

Assessment results are used to improve the program as necessary.

Student progress toward achieving locally developed learner goals is assessed. These include:

- Content and data
- Accomplishment of appropriate skills
- Development of critical thinking and reasoning skills
- Attitude

Assessment results are used to improve the educational program.

Effective tools are used.
Appropriate tools are used.
Specify student assessment tools:

An assessment process has been designed for each curriculum developed.
Specify:

Follow-up studies have been implemented K-12.
Results are used in curriculum development.
Results are shared with staff and school consultants.

An assessment policy has been adopted by the local board of education.

Assessment results are used in the evaluation of the effectiveness of educational programs.

Teachers are involved in development of the student assessment plan.

Norm-referenced tests are administered annually.

An approved test(s) is used.
Specify:

Test are administered in grades 3 or 4, 8, and 11.

Scores are reported to the Office of Public Instruction.

Assessment results are used in instructional planning.

OPI assessment
team members

- June Atkins, Reading Specialist, 444-3664
- Nancy Coopersmith, Accreditation/Curriculum Services Administrator, 444-5541
- Marilyn Craft, Administrative Assistant, 444-2417
- B.J. Granbery, Chapter 1 Specialist, 444-4420
- Jan Hahn, Language Arts Specialist, 444-3714
- Michael Hall, Gifted/Talented Specialist, 444-4422
- Lynn Hinch, Bilingual/National Origins Specialist, 444-3482
- Duane Jackson, Foreign Language Specialist, 444-3129
- Dori Nielson, Education Analyst, 444-3656
- Diana Oldham, Computer/Math Specialist, 444-4436
- Christine Peña, Arts Education Specialist, 444-4442
- Linda Peterson, Social Studies Specialist, 444-5726
- Bob Ruthemeyer, Adult Basic Education Specialist, 444-4434

Talent Bank
resources

The last issue of *Montana Schools* included a full list of members of the Assessment Talent Bank. Additional Talent Bank names are listed below.

Dr. Barbara J. Walker: Eastern Montana College, Billings, MT
Available for: Workshops
Audience: administrators, teachers, parents, curriculum coordinators
Assessment expertise: authentic, communication arts, performance, portfolio, writing, reading
Offerings: Hands-on experience in various areas of assessment
Cost to districts: Travel plus \$500 a day and \$300 for half-day
Travel: Statewide

Dr. Kay Burke: IRI Consulting Group, 200 East Wood St. , Suite 274, Palatine, IL 60067-5332, 708-991-6300 (business), 800-348-4474 (home), 708-991-6420 (FAX)
Available for: workshops, telephone consultations, written correspondence
Audience: administrators, teachers, curriculum coordinators
Assessment expertise: authentic, communication arts, performance, program, portfolio, thinking skills, writing
Cost to districts: \$1,500/day plus travel and expenses

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, State Capitol, Helena, MT 59620.

BICYCLE/PEDESTRIAN SAFETY
Mary Cheryl Larango, Specialist
444-0516

Pedestrian injury concerns

Children have developmental limitations in dealing with traffic. Even kids who will stop at the edge of the street every time when they are with or observed by a parent are at risk. The most common child behaviors and characteristics that lead to injury are listed below:

- Children...
 - mix fantasy with reality;
 - have a field of vision one third that of an adult;
 - can't recognize sound direction;
 - can't discern distance or determine whether an object is stationary or moving; and
 - will complete an action once it is begun.

When crossing the street with children, please follow this Pedestrian Crossing Sequence:

- STOP at the edge.
- LOOK LEFT (for traffic).
- LOOK RIGHT.
- LOOK LEFT AGAIN.
- When clear, MOVE OUT.
- KEEP LOOKING.

Bicycle injury concerns

The most common child behaviors and characteristics that lead to bicycle injuries are as follows:

- unpredictable behavior;
- improper wearing of helmets or not wearing a helmet;
- children are easily distracted and have no sense of danger because they don't see how actions relate.

Children are most at risk riding out of their own driveways, riding the wrong way, and running stop signs. Measures to eliminate or reduce accidents depend on:

- supporting in-school traffic education curriculum with training for teachers;
- involving parents and law enforcement in the process;
- training students to become predictable and competent in traffic by developing good decision-making skills.

Teacher training

Elementary Traffic Education Teacher Training sessions address pedestrian and bicycle concerns. Plan on participating in a training course next fall. The course is research based and designed to give students decision-making skills. For more information, contact the OPI Bicycle/Pedestrian Program at 444-0516.

TRAFFIC SAFETY
Curt Hahn, Specialist
444-4432

Legislative happenings

As of this writing, the Traffic Education Program has survived the legislative session with current-level funding. However, during the July 1992 special session, \$300,000 was diverted from the traffic education account to the general fund. Because revenue coming into the state Traffic Education Account this fiscal year from driver's license fees and traffic fines is down, and because student enrollment is up, the rate paid in August 1993 for courses completed between July 1, 1992 and June 30, 1993 is likely to be down by \$30 per student.

Traffic education reimbursement

The deadline for this year's courses is JULY 10. Please contact me if you have questions or concerns. Thanks!

Teacher approval renewal

If your teaching certificate expires this June, so does your approval to teach traffic education. If you need an application to renew or other assistance, call Karen Spranget at 444-3126.

Moving? Retiring?

Are you moving? Please send us your new address and phone number so we can update our records.

If you are planning to retire at the close of this school year or know of another traffic educator who is retiring, please let me know as soon as possible.

37th annual ADTSEA conference

Set your course to attend the 37th Annual American Driver and Traffic Safety Education Association (ADTSEA) Conference. The theme is "Steering Into The Future." Programs on secondary traffic education, higher education, adult driver improvement, elementary education, administration and supervision, research, and NSSP are planned. The conference takes place August 1-5, 1993, at Novi Hilton Hotel, Novi (Detroit), Michigan. See you there.

Actual quote by driver

summarizing an accident:

"A pedestrian hit me and went under my car. The guy was all over the road. I had to swerve a number of times before I hit him."

MAY 19: NATIONAL OPERATION LIFESAVER AWARENESS DAY!

HOME ECONOMICS
Laurie Potterf, Specialist
444-2059

Families are the World

Nine hundred twenty delegates

attended the 1993 Future Homemakers of America State Leadership Conference in Bozeman, March 14-16, where guest speakers and workshop presenters reinforced the state theme, "Families Are The World." Of the 650 students that competed in proficiency and STAR (Students Taking Action with Recognition) Events, 42 students earned the right to compete at the national level in STAR Events at the 1993 National Leadership Meeting in Anaheim, California, July 11-15.

STAR Events winners represent the following Montana FHA/HERO chapters: *Fairfield, CMR Great Falls, Hardin, Harlowton, Opheim, Park City, Plevna, Reedpoint, Stanford, and Valier.*

Two national officer candidates were selected at the state conference. Due to changes in the national bylaws, Montana now has the opportunity to run one at-large candidate and one regional candidate for the 10-member National Executive Council. They will be elected at the 1993 National Leadership Meeting. *Susan Fox of Hardin* was selected to represent Montana Future Homemakers of America as an at-large candidate, and *Traci Ames of Park City* was selected as Montana's Pacific Region candidate.

Community service

The NutraSweet Corporation sponsors a national project titled "NutraSweet: Giving 100% for Community Service Award." The *Hinsdale Chapter* was the 1993 state winner of this honor; their project application has been forwarded to the national level for further evaluation. Their project, "Go Mad—Go Out & Make A Difference," focused on involving the community in having fun without alcohol.

Summer education opportunities

Teachers are encouraged to attend the following summer workshops to enhance curriculum offerings starting with the 1993-94 school year:

Integration: Advisers Make the Difference will be held in Bozeman at MSU (Herrick Hall), June 14-18, 1993, 8:00 a.m.-4:30 p.m. Learn techniques for using cooperative learning, learning styles, and setting up a processed-based curriculum. Build leaders of families by using these methods of teaching and learning. Discover how Future Homemakers of America projects are used as teaching methods. One semester credit is available. "Returnees," please let me know if you are interested in attending. Contact me for a registration form.

Middle/Junior High Curriculum, Parts I and II, will be held in Billings and Laurel. Part I will be June 21-24 at Laurel High School; Part II will be June 25-26 at the Billings Plaza Holiday Inn. One semester credit will be available for each location. Register through

Beth Zitko-Peters (501-224-6846) no later than June 1. Participants will pay the fee for the curriculum. Questions? Please call me.

The Summer Update Conference will be held August 9-11 in Lewistown. Consumer choices and trends, food safety, and more will be featured. Mark your calendar—registration information will be sent.

LANGUAGE ARTS
Jan Hahn, Specialist
444-3714

National standards

Are you looking for ways to be involved in the English Language Arts Standards Project currently underway through the National Council of Teachers of English and the International Reading Association?

The middle school and elementary task forces are collecting vignettes or stories about learning in real classrooms. They are also looking for children's poems about learning or classroom experiences. If you send these stories and poems to me, I will direct them to our representatives.

If you are working on communication arts curriculum now or next year, you may want to consider this project as another resource. Form a review committee, discussion group, focus group, or task force. If you register your group with Carolyn Hill at NCTE headquarters, the chair of your group will receive document drafts and other information on the Standards Project. These documents could be helpful to you as you write curriculum.

Signatures

Watch for the 1993 issue of the student literary magazine, *Signatures from Big Sky*. At the March 13 meeting of the *Signatures* board, final selections of poetry, stories, essays, and art were made to fill the magazine. Due to space constraints, many pieces of fine student work could not be used. If you have not subscribed to *Signatures* and would like to, please send \$5.00 to Shirley Olson, 928 4th Ave., Laurel, MT 59044.

GUIDANCE
Judy Birch, Specialist
444-5663

Information on inhalants

The Office of Public Instruction has received a plea for information from a parent concerning children and addiction to such items as rubber cement which may be found in many classrooms.

In a recent issue of *Montana Schools*, Arts Education Specialist Christine Peña discussed the responsibility of school personnel

to provide a safe work environment for the visual arts. Her message applies to all classrooms and to the area around school buildings. It is important to be on the alert for the potential misuse of materials, particularly those that could be used as inhalants such as rubber cement and permanent markers.

A pamphlet entitled "Inhalants-What You Should Know" can be obtained by contacting the National Federation of Parents for Drug Free Youth, 1159-B South Towne Square, St. Louis, MO 63123-7824 (314-845-1933).

NATIONAL DIFFUSION NETWORK (NDN)

Patricia B. Johnson, Specialist
444-2736

National Diffusion Network (NDN) research-based, cost-effective, transferrable educational programs are proven to work. Validated by the U.S. Department of Education, they encompass preschool through adult education in most study areas.

Congratulations to Books Across America trainer candidates

The following people were recently selected to become trainers for the *Books Across America* program: Joyce Brown, Clinton; Betsy Crabs, Bozeman; Peggy Kimmert, Hardin; Laima LeLievre, Box Elder; and Sarah McGill, Broadus. Next fall, they will train 20 Montana schools to use the program.

Highlight: Books Across America
Books Across America is an incentive-based recreational reading program that addresses the growing national problem of illiteracy and seeks long-term solutions. The primary goal of this unique collaboration between federal and state education agencies, local school districts, and private corporations is to promote and institute family literacy behaviors.

Highlight: Reading Recovery
Reading Recovery is an early intervention program designed to teach the lowest 20 percent of first graders to read. *Reading Recovery* has a training site at Arlee. This district sent Roger Harvey to Portland, Oregon, last school year for Teacher Leader training. He began training five western Montana teachers when he returned last fall. Next fall, Lorraine Verploegen of Havre, returning from a year of training, will be a Teacher Leader for the Havre schools.

Special Opportunity: Investigating Environmental Issues and Actions
A six-day workshop in *Investigating Environmental Issues and Actions* will be held August 9-14 in Kalispell. This course, which is

used world-wide, teaches students to evaluate both the scientific and social aspects of environmental issues in their own communities.

Upcoming trainings in NDN programs

PRISMS Physics:

June 14-18, Missoula, UM
Investigating Environmental Issues and Actions:

August 9-14, Kalispell
Project Success, Part I:
June 14-16, Billings, EMC
June 24-26, Great Falls or Havre
June 30, July 1-2, Dillon, WMC
July 4-6, Kalispell, UM
August 8-10, Missoula, UM

Project Success, Part II:
June 16-18, Billings, EMC
July 7, 8, 11, Kalispell, UM
July 14-16, Dillon, WMC
August 11-13, Missoula, UM

Project Success Conference:
June 21-23, Billings, EMC
Talents Unlimited, Part I:
June 14-16, Missoula, UM
July 8-10, Havre, NMC
Talents Unlimited, Part II:
July 7-9, Havre, NMC
Talents Unlimited, Update:
July 15-17, Havre, NMC
Project CRISS:

Summer, Havre, NMC
August 4-6, Kalispell, Trainer Workshop

KITE (Kindergarten Integrated Thematic Experiences):
August 11-13, Billings, EMC

Curriculum directors

One copy of the catalog of National Diffusion Network programs is available from me for the person in each district responsible for curriculum.

SPECIAL EDUCATION

Susan Bailey, Specialist
444-2046

Speech/language pathology traineeships

The Montana Office of Public Instruction is pleased to offer about 10 traineeships for speech aides to complete the necessary requirements for licensure as a Speech/Language Pathologist in Montana. Successful applicants will be provided traineeships on a continuing basis until they meet the requirements for a period not to exceed four years.

In order to receive a traineeship, the speech aide must be currently employed in a Montana school, have a bachelor's degree in Speech/Language Pathology, be enrolled in a master's program which will lead to the completion of requirements for licensure as a Speech/Language Pathologist in Montana, and possess a contract for employment in a Montana school for the 1993-94 school year.

Traineeship awards will be made for \$750.00 and will be provided as follows:

1. \$375.00 will be paid upon documentation of registration in a

Speech/Language Pathology program for the summer of 1993.

2. The second payment of \$375.00 will be paid upon submission of documentation of successful completion of course work.

For additional information or an application, please contact Susan Bailey at 444-2046 or Linda Beadle at 444-5661.

Inclusion grants

During the fall of 1992, OPI's Division of Special Education announced the availability of funds to support school district projects which demonstrated inclusion as a system-wide change for students with disabilities. The maximum amount of the award was \$20,000, with the stipulation that only one grant of this type would be awarded to each of five identified regions in the state. Any additional personnel needed to carry out the project and inservice training costs directly related to project implementation could be paid for with project funds.

In addition, award recipients had to be willing to provide technical assistance and serve as a model demonstration site for other districts.

The awards were made on a competitive basis after review by independent evaluators. Specifically, they were scored on statement of need, project description, strategies for implementation, goals/objectives, long-term effects, and budget. A total of five regional grants were offered. Four were awarded.

The four winning grants were submitted by Billings Public Schools, Prairie View Special Education Cooperative, Missoula County High School, and Prickly Pear Cooperative.

The Billings project consists of five significant stages: 1) implementation of an alternative service delivery system at one high school, 2) development of a curriculum to be used with grades K-12, 3) development of a "starter kit" to facilitate more inclusive programming, 4) development and distribution of a newsletter titled "Speaking of Inclusion," and 5) provision of teacher inservice opportunities and building-level planning time.

Prairie View will develop a core group to refine the inclusion program implementation plan, facilitate the inclusion process, and train inclusion specialists and teachers to participate in cooperative learning and collaborative teaching projects. The cooperative will develop an information network and target students for participation in the project.

Missoula County High School's project description involves focusing on the environment to assure that appropriate barrier-free space and classrooms be made available, moving 70 students to their neighborhood schools, and following a specific delivery model which will be

organized by an inclusion coordinator.

Prickly Pear will use the grant money to implement Project MERGE, a service delivery model designed to achieve the dual goals of inclusion and effectively meeting the needs of children.

Revised administrative rules

The revised administrative rules for special education will be noticed for publication of proposed rule-making in May 1993. Proposed changes will be published in the Montana Administrative Register (MAR) on May 13. A public hearing on the proposed rules will be held June 3, 1:30 p.m., in the Scott Hart auditorium in Helena. Please contact me for more details.

GENDER EQUITY

Pat Callbeck Harper, Specialist
444-1952

"Secrets in public: sexual harassment in our schools"

It is not news that students are being sexually harassed in school, usually by peers. According to Dr. Nan Stein, what IS news is "the horror that these sorts of behaviors have become embedded into daily life and adult witnesses aren't doing anything to stop them."

Dr. Stein is director of Wellesley College's Center for Research on Women's Project on Sexual Harassment in Schools. Her press release in late March was printed in many newspapers in Montana as she reported on the 4,200 student responses to *Seventeen* magazine's September 1992 survey. Dr. Stein found that sexual harassment is "rampant in elementary and secondary schools." Thirty-nine percent of the respondents reported being harassed at school every day; 29 percent reported at least weekly harassment; more than 66 percent reported that others witnessed the behavior. The self-reported survey results also noted that 4 percent of respondents received harassment from adults in the school setting.

The report also noted that schools took action in only 55 percent of these cases.

Here are some of the comments shared in Dr. Stein's report: "I've been sexually harassed for almost three years . . . It breaks your soul and brings you down mentally and physically." (14-year-old student in New Hampshire)

"The guys would want you to let them touch you all over. . . . The school and the principal wouldn't listen to me." (13-year-old student in a parochial school, Kansas)

Many of the students' envelopes carried pleas such as "Urgent," "Please help me—I'm afraid to go back to school," and "I need your help."

(Continued on page 18)

(Continued from page 17)

A copy of the full report can be obtained for \$11.00 from the Wellesley College Center for Research on Women, Publications Dept., Wellesley, MA 02181-8259.

Outstanding new video on harassment

Many of you receive ads for new videos on sexual harassment in schools. Some include "male bashing" or "school bashing," and others neglect female-to-female or female-to-male harassment. Others are not as lively and fast-paced as needed to hold the attention of young people—or adults.

The gender equity staff and legal staff at OPI have recently previewed a set of videos from McGrath Systems. These videos were developed by a team of professionals led by attorney Mary Jo McGrath, a prominent school law attorney in California. They are upbeat, lively, and comprehensive. They leave condescending and patronizing attitudes behind. And they include a much-needed video for family and community members.

The set includes three videos for administrators and educators about district legal responsibilities, liability, early detection and investigation, and interview guidelines. Guide books, investigator's guidelines, and processing templates come with this segment.

Also included are two videos for students for use in classrooms. These upbeat, humorous, yet straightforward pieces come with lesson plans for students, follow-up activities, glossaries, and instructor's background materials. In many previews of these two videos in Montana, both adults and students have raved about them (some students even applauded at the end).

Finally, the set includes a video for families with a guide book and information sheet to help family members know what harassment is and what the school's responsibility is to stop unacceptable conduct in its programs.

The segments can be purchased separately. Call or write the OPI Gender Equity Office for a flyer, or call McGrath Systems (805-683-8889) directly to request a copy to preview.

"One never notices what has been done . . ."

" . . . one can only see what remains to be done." These words of Marie Curie do not necessarily apply to the work of Montana schools on sexual harassment. While there is indeed much that remains to be done, I want to express personal and professional thanks to the dozens of districts that have scheduled sexual harassment awareness and prevention training for staff and students. Since August, this office has provided intensive training to

over 2,000 personnel and students from over 175 districts (and several more will join that list by the end of May).

In January, over 50 teachers, counselors, administrators, and community professionals were trained as facilitators of sexual harassment educational events. Many of them have been extremely busy during the last several weeks.

Superintendent Nancy Keenan and the gender equity staff find much to celebrate, both in the overwhelming number of requests OPI receives for technical assistance and in the open reception our facilitators receive in many of your communities. Sometimes it is important to pause and celebrate progress on a significant issue for Montana students.

To request training or materials on sexual harassment, write to Gender Equity, OPI, State Capitol, Helena, MT 59620. Multiple videos and curricula are available.

PUPIL TRANSPORTATION / PASSENGER SAFETY David Huff, Specialist 444-4396

Training films and videos

The pupil transportation training films and videos for drivers and students which OPI used to provide are once again available to schools. They may be reserved and checked out from the Carson Library at Western Montana College. Contact Mike Schulz (683-7492 or 683-7541).

Until a new catalog of film offerings can be printed, the old Traffic Education Audiovisual Catalogue can be used. The same titles and identification numbers apply.

We have a few older titles that we removed from the library when it was transferred to Dillon. These older titles are available free to schools on a first-come, first-served basis. If you would

like to obtain one or several of these discarded films, contact Jamie Dziak (444-0293).

Attention, bus mechanics

The Montana Association for Pupil Transportation will initiate a special track of workshops for the school bus mechanic at its June conference in Helena this year. Tentative offerings include truck brake certification and troubleshooting the diesel engine.

The conference, to be held June 23-25, includes a wide variety of workshops for administrators, clerks, superintendents, contractors, drivers, supervisors, bus drivers, and mechanics.

Recalls

The National Highway Traffic Safety Administration (NHTSA) has issued a list of recalls. They urge consumers to have the problems fixed immediately. Below are several which may apply to the school bus market. If you suspect you have a vehicle which may be under recall, please contact your manufacturer's representative immediately to confirm and correct.

- Blue Bird Body Co., Conventional, 1990-1992; Transit, 1990-1992; Van conversion 1990-1992. Recall No. 92V156000, date 10/19/92. Safety belt retractor locks up with the belt in the stowed position.

- Blue Bird Body Co., All-American, 1989-1992; Conventional, 1989-1992; TC2000, 1989-1992. Recall No. 92V184000, date 12/24/92. The electric vandal lock center plunger can tap the control lock pin of the outward opening door, which causes the door lock to become disengaged.

- General Motors Corporation, models Chev. B6, 1989-1991; Chev. B7, 1993; GMC B6, 1989-1991; GMC B7, 1993. Recall No. 92V187000, date 12/28/92. A manufacturing condition in the throttle body injector (TBI) unit might occur to allow the throttle cam lever to disengage from the throttle drive shaft. Could result in uncontrolled wide open throttle.

- Ford Motor Co., models Ford Truck B600, 1993; B700, 1993; F600, 1993; F700, 1993; F800, 1993; 17000, 1993; 18000, 1993; 19000, 1993. Recall No. 92V164000, date 11/10/92. One of more of the six clamps that hold the tire and rim assembly to the cast spokes of the front wheel may have been of an incorrect size.

- Navistar International Corp., models 1452SC, 1624, 1652SC, 1654, 1723, 1724, 1753, 1754, 1823, 1824, 1853, 1854, 1924, 1925, 1954, 1955, 2125, 2155, M-1400, M-1600, years 1978 - 1987. Recall No. 92V153000, date 10/24/92. The Saginaw gear does not relieve pressure when the wheels have been turned fully against the axle stops. The resulting continued pressure on the steering system can result in the development of

KUDOS!

Congratulations to the following Montana educators and students!

Savings bond contest

First-place state winner in the 1993 Savings Bond Poster Contest, sponsored by Montana Power, is Heidi Cromwell, Flaxville Elementary, \$1,000 savings bond.

Geography Bee

Once again, Brian Hall of Browning Middle School took top honors in the state Geography Bee. Brian placed in the top 10 in the national bee last year, becoming the first American Indian student to do so.

Spelling Bee

Brandi Robinson, a seventh-grade student from Lockwood School in Billings, won the 28th annual Treasure State Spelling Bee.

Women of Montana essay contest

Kristel Tuck of C.M. Russell High School in Great Falls won first place in the Women of Montana Essay Contest for her essay, "Marie Hovland: An Agricultural Advocate."

Mathletes

A team of seventh- and eighth-grade "mathletes" from C.R. Anderson School in Helena won the state MATHCOUNTS finals.

Presidential awards

Presidential Awards for Excellence in Science and Mathematics Teaching have been awarded to Stephenne Sue Harding of Cornelius Hedges School in Kalispell for elementary mathematics, Carla Wambach of Smith School in Helena for elementary science, Karen Anderson Longhart of Flathead High School for secondary mathematics, and Michael Funk of Libby Senior High School for secondary science.

Flag Day

Robbi Erickson, a sophomore at Big Sky High School in Missoula, is Montana's 1993 Flag Day Representative.

History teacher

Marilyn Ryan, a teacher at Meadow Hills Middle School in Missoula, has won the DAR American History Teacher Award.

Exchange winners

Three Montana Future Homemakers of America members were awarded full scholarships for a six-week Japanese exchange beginning in June. They are Karen Leman, Hardin; Detta Downs, Wolf Point; Heather Godfrey, Big Sandy. Only 20 scholarships were awarded nationwide.

cracks in the splines of the pitman shaft, which can develop into a complete fracture of the pitman shaft.

- Navistar International Corp., models 7100, 8100, and 8200, years 1990. Recall No. 92V175000, date 12/2/92. The fuel cap may not lock or seal properly.

- Navistar International Corp., model 8100, 1992-1993. Recall No. 92V176000, date 12/2/92. The air line plumbing of the air brake foot valve was connected to the supply reservoir instead of the primary reservoir. This removes the primary brake system as a back-up in the event of secondary brake system failure.

- Cummins Engine Co., model 6B-160 truck engines with Bosch fuel pumps. Recall No. 92E029000, date 12/23/92. Bosch distributor-type fuel pumps have a manufacturing defect that can cause the ball pin, which is part of the pump's control level assembly, to break, causing the link between the control sleeve and control lever to become inoperative.

Senate bills 31 and 129

Senate Bill 31 has passed both houses of the legislature and awaits the governor's signature. It corrects the discrepancy in reimbursement from home to school and home to bus stop, making reimbursement the same for both. It also redefines transportation. The old definition of "conveyance of a pupil" was from the pupil's legal residence to school. The new definition adds "officially designated bus stops."

Senate Bill 129 has passed and been signed by the governor with an October implementation date. This bill makes it easier to convict a driver who illegally passes a bus. The registered owner of the vehicle, by law, "is *prima facie* the driver of the vehicle at the time of the alleged violation" with no need for the bus driver to attempt to identify the driver of the passing vehicle. The bill also makes the law even clearer in establishing the overhead flashing red lights as the sole indication of when it is legal and illegal to pass a bus which is loading or unloading children.

MOTORCYCLE SAFETY

Jim Bernet, Specialist
444-4569, 1-800-922-BIKE

OPI and Motor Vehicle Division to coordinate motorcycle testing

The big news in motorcycle training this year is a new policy which waives the skills portion of the motorcycle endorsement test for graduates of the Montana Motorcycle Safety Education Program (MMSEP).

This means any rider who does not have a motorcycle endorsement can get one merely by taking the Motor Vehicle Division written test, after passing an

MMSEP novice course.

The new procedure has several benefits. It encourages riders to get properly endorsed to operate a motorcycle legally; riders passing MMSEP courses do not have to be tested twice; it reduces the testing load for Motor Vehicle Division exam stations; and it adds one more benefit to taking an already valuable motorcycle rider training course.

If you are a high school teacher, please let your students know about MMSEP. If they ride, please encourage them to get in touch with us. We offer courses around the state. Call 1-800-922-BIKE for course information.

MATHEMATICS

Diana Oldham, Specialist
444-4436

National meeting

The national meeting in Seattle was a tremendous experience. After meeting with most of the mathematics specialists from around the country for several days of interesting discussion, I was pleased to attend many excellent presentations at the National Council of Teachers of Mathematics Convention. In addition to meeting with several Montana teachers, I was astounded to meet two of my high school teachers as well as an old

college buddy. Useful information, valuable contacts, and productive discussions were all clear results of attendance.

Math Solutions

Kalispell School District will host *Math Solutions 1 (K-8)* June 21-25 at Flathead High School. This course uses manipulative materials and classroom-tested activities to teach understanding in all areas of the math curriculum. Dwight D. Eisenhower funds may be used to help teachers attend.

For more information, please contact Sue Harding at Hedges Elementary School, 827 4th Ave. E., Kalispell, MT 59901, 756-5048 (school) or 862-3823 (home).

Butte's locally developed math assessment

(Continued from page 15)

department and building-level mathematics teachers. Teachers at all levels are reporting satisfaction with their locally developed assessment instrument because the model allows for a systematic process that links curriculum development with assessment. Administrators and teachers alike contend that our district now has a comprehensive written, taught, and tested mathematics curriculum.

The task

Butte's Mathematics Curriculum Guide (grades 1-12) was completed in 1992. Immediately after its completion, the building-level teams set about the task of writing, drafting, and developing assessment instruments for each class or course of study included in the district guide. The task was no simple chore; it took many hours to develop, revise, and edit the test items that would measure each instructional objective as stated in the curriculum guide.



Butte student takes a teacher-developed, criterion-referenced math assessment test.

Teachers wanted to develop an assessment program that would truly measure all aspects of the written and taught curriculum as advocated in the grades 1-12 mathematics curriculum guide. It was determined that the key to developing an effective assessment program was to match the instructional task with the intended student outcomes.

As the curriculum department and

teachers worked on the assessment program, much concern was expressed regarding the purpose of criterion-referenced assessment. After further thought and many lengthy meetings, we reached the consensus that our main purpose for developing a comprehensive local assessment program would be for the following:

- 1) program evaluation,
- 2) diagnosis and improvement of instruction, and
- 3) monitoring student progress.

After the teachers had written the critical conceptual concepts into all grade-level math courses, they realized that technology would be necessary for instructional management. Hand scoring of student assessment instruments would be an almost impossible task if teachers needed to diagnose math errors and remediate in short periods of time. Committee members decided that computerized assessment would aid our district in making appropriate instructional management decisions and in providing immediate information retrieval. Computers could help teachers answer the questions "how are we

doing?" and "how can we make it better?"

In designing our assessment, the curriculum department purchased the Testmate microcomputer software system and Scantron scanner. The system provides a wide range of test scoring and reporting options.

In the Butte District's situation, this technology allowed the curriculum department to program criterion-referenced test questions developed locally by the teacher teams. The curriculum department can record and analyze math test data as the data apply to the district's instructional objectives. Our curriculum department can also organize information by student, grade, class, and building. Building grade-level teams at the elementary level and teachers who teach the same math classes at the middle and high school level can now plan individual instruction based upon the detailed records they now have regarding mastery of objectives.

Teachers at all levels are reporting satisfaction with their systematic process model that links assessment with curriculum development and instruction.

District progress report

When classroom teachers conducted their own criterion-referenced assessment, they administered the grade-level tests to students during spring quarter. Computer-generated scoring sheets were collected by the curriculum department, scanned in the Scantron test scanner, and returned within days.

Individual teachers received data regarding their math classes on computer-generated assessment reports. These reports included:

1. A *Class Objective Report*—indicating how well students in the class mastered the written, taught, and tested objectives.
2. An *Individual Student Progress Report*—stating the individual's strengths and weaknesses in mastering the objectives.
3. An *Item Analysis*—to help the teacher determine items mastered or failed, thus indicating areas to be reviewed or re-taught.

These kinds of data help teachers determine whether their math students are mastering the learner outcomes as determined by the teacher-developed course of study.

Butte teachers contend that such quality assessment is providing substantial data for making informed decisions about both individual student and class progress.

For administrators and school curriculum planners, criterion-referenced math test results provide information about program effectiveness and identify areas of curriculum strength and weakness. In so doing, they prove useful for resource allocation, for identifying staff development and material needs, and for targeting and assessing plans for improvement. ■

—Dr. Tim Sullivan, Director of Curriculum and Assessment, Butte School District Number 1



Whittier School

(Continued from page 11)

tended to have the most problems," Fuller recalls. "We zeroed in on them with in-school scouting. Kids were on probation for vandalism, stealing, and sniffing (drugs). Now, they're our top class as fifth graders."

Other innovative projects at Whittier include an elementary-level Alateen program, which provides support for students with alcohol problems in their families, and a summer reading camp. The reading camp runs three days a week for eight weeks. "We've had tremendous success with it," Fuller says. The camp not only improves students' reading skills, it gives them something positive to do in the summer.

Providing students with positive activities is a big part of the battle, according to Fuller. "I believe children of high-risk groups are children who do not get to apply skills taught in the classroom," Fuller says. "We offer them those opportunities."

In all, Whittier has developed about 25 programs in the last two years to provide opportunities for students. Most activities are paid for by the Uptown Optimist Club and about 50 other groups and businesses. Last year, the Optimists and others paid for over 42,000 hours of student activity time. "Those are activities that kids would not have been involved in otherwise," Fuller says. "Financially, the opportunity is not there."

The activities also help encourage parental involvement in a neighborhood where parental involvement traditionally has been scarce. "We've developed parent involvement by having kids involved in so many activities that parents get involved, too," Fuller says.

"The kids are on a roll"

If academic achievement and behavior changes are any indication, the interconnected programs at Whittier School seem to have made a major impact. The school has seen 8 percent growth in every academic area of the Iowa Basics test scores in the last two years. After-school fights, vandalism, truancy, and chemical use have dropped dramatically. "Kids know they can lose their scholarships if they get into trouble," Fuller says.

The entire neighborhood has changed since Whittier adopted its drug-free programs. "We're in a very high crime rate area for Great Falls," Fuller says. Problems have been drastically reduced in the last several years. "When you take out 42,000 hours of student time in clubs and activities, they're not in the streets running," says Fuller. "They're busy; they have positive role models, they have constructive things to do. The kids are on such a roll in their self-concept and what they believe they can do," Fuller says. "They've met so much success."

Fuller emphasizes that none of Whittier's success would be possible without support of the school staff, who spend many extra hours working with the school's various clubs and activities.

Where does Whittier's staff get the energy to keep all the extra programs rolling? "From the kids," says Fuller. "When you see how they respond and watch them develop that self image and see them work hard, that charges your batteries. We have lots of hugs in this building. When a kid runs up and gives you a hug, that's where I get my energy." ■

Great Falls CARE program

(Continued from page 11)

refer them to a service that can help them. Team members facilitate student support groups and work directly with staff, students, parents, and community resources.

According to Gammel, 50 percent of the school district's faculty and 400 community members have completed the training. CARE training emphasizes that chemical dependency is a disease and must be recognized as such in order to move from judgment to caring. The reputation of CARE team members as non-judgmental, trustworthy individuals has been a major factor in the dramatic increase in student involvement since CARE began.

Great Falls Alliance for Youth: The community base upon which CARE was founded, the Alliance is a network of individuals and groups concerned with high-risk behaviors of Great Falls youth. The Alliance for Youth and CARE collaborate on many efforts to provide alcohol and drug training for parents and students.

Student support groups: A major focus of CARE, these groups offer peer support for students with chemical abuse in the family; for students who

This document printed at government expense. Information on the cost of publication can be obtained by writing the Department of Administration, Helena, Montana.

CALENDAR

May

- 10: HIV Education for Special Education Educators, Missoula—OPI HIV/AIDS Education Program, 444-1964
- 10-12: East Meets West Conference on Disabilities, Missoula—Center for Continuing Ed., UM, 243-4623
- 12-15: 6th Annual Northwest Conference on Addictions, Seattle (Bellevue), 800-544-9562
- 17-18: Montana Case Managers Assoc. Conference, Missoula—Laura Sherry, 728-4100, Ext. 5486
- 20-21: Board of Public Education Meeting (tentative), Helena—Jeannie Worsch, BPE, 444-0302
- 24: Three-Part Workshop Series: Building Healthy Communities in Montana, Workshop Two: Skills for Prevention, Bozeman—Cheryl Schoenemon, 363-4161
- 24-26: MSU Early Childhood Project and Healthy Mothers Healthy Babies Institute, Bozeman—Rodney Fulton, 994-4613

June

- 1-4: Roughrider VII, Headin' West for the Healthfest, North Dakota Health Promotion Conference, Medora, North Dakota—701-224-2367
- 3-6: VSO State Officer Training, Camp Child—Marion Reed, OPI 444-4454
- 7-11: Montana Institute for Effective Teaching of American Indian Children, Havre—Bob Parsley, 444-3013
- 8-11: Facilitating Student Support Groups for Teens in Crisis, Great Falls—Darlene Meddock, 761-6680
- 11: How the ADA Can Work for You, Ravalli County—Rural Institute on Disabilities, 243-5467
- 14: How the ADA Can Work for You, Flathead County—Rural Institute on Disabilities, 243-5467
- 14-26: Advanced Driving Full-Day Workshops, Lewistown—Curt Hahn, OPI, 444-4432
- 14-18: Summer Institute for the Management of the Communicatively Handicapped, Great Falls—Rural Institute on Disabilities, 243-5467
- 14-18: Agriculture Education Teacher Update Conference, Belgrade—Leonard Lombardi, OPI, 444-4451
- 16: How the ADA Can Work for You, Lake County—Rural Institute on Disabilities, 243-5467
- 21: Advanced Driver Education, Half-Day "Refresher" Workshop, Lewistown—Curt Hahn, 444-3126
- 21-25: Math Solutions 1 (K-8), Flathead High School—Sue Harding, 756-5048 (school) or 862-3823 (home)
- 21-26: 1993 Field Ecology Course,

- UM, Biology 585, MEEA Field Ecology Course, Deer Lodge—Gary Swant, 113 North Frontage, Deer Lodge, MT 59722
- 23-25: Montana Assoc. for Pupil Transportation, Helena—David Huff, OPI, 444-4396
- 24-26: Literary Encounters: Native American Literature and Culture Conference, Bozeman—Jan Hahn, OPI, 444-3714, or Lynn Hinch, OPI, 444-3482
- 30: How the ADA Can Work for You, Missoula County—Rural Institute on Disabilities, 243-5467

July

- 12: Advanced Driver Education-Half-Day "Refresher" Workshop, Lewistown—Curt Hahn, 444-3126
- 12-31: Advanced Driving Full-Day Workshops, Lewistown—Curt Hahn, OPI, 444-4432
- 21: CSPAC Certification Endorsement Forum, Helena—BPE, 444-0301
- 22-23: Certification Advisory Council Meeting, Helena—Pete Donovan, BPE, 444-0301

August

- 2: Advanced Driver Education - Half-Day "Refresher" Workshop, Lewistown—Curt Hahn, 444-3126
- 3-7: Advanced Driving Full-Day Workshops, Lewistown—Curt Hahn, OPI, 444-4432
- 9-12: Montana School Food Service Training Conference, Billings—Mary McAulay, OPI, 444-2501

September

- 10-13: Common Threads Conference, Missoula—800-732-0323
- 25-29: North American Assoc. for Environmental Education, Big Sky—Kurt Cunningham, 444-1267
- 29-Oct. 1: Montana Chapter 1 Fall Conference, Billings—Joan Morris, OPI, 444-3083 or Ron Lukenbill, OPI, 444-1953
- 24: American Indian Day—Bob Parsley, OPI, 444-3013

October

- 21-22: Montana Assoc. for Health, Physical Education, Recreation and Dance Annual Convention—Dale Rumph, 255-3710
- 21-22: Montana State Reading Conference, Billings—Ron Scherry, 967-2540 or June Atkins, OPI, 444-3664
- 21-22: MEA Convention, Great Falls—Eric Feaver, Montana Education Assoc., 442-4250
- 21-22: Montana Assoc. of Language Teachers, Great Falls—Debbie Kelly, 791-2167, or Duane Jackson, OPI, 444-3129

need support for their decision not to use chemicals; for students who have completed chemical dependency treatment; and for student concerns such as eating disorders, depression, divorce, grief, and suicide. These small groups meet during the school day with trained adult facilitators.

Court Insight Program: A cooperative effort involving the local judicial system and public schools, Insight provides a uniform method of dealing with first-offense minors apprehended for drug and alcohol offenses. The Insight Program is a 12-hour intervention and education course on the consequences of chemical abuse. ■